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WHAT DO WE KNOW ABOUT FOREIGN LANGUAGE INSTRUCTION.
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DESIGNED SPECIFICALLY FOR TEACHERS AND ADMINISTRATORS, THIS MANUAL PROVIDES GUIDELINES FOR THE IMPROVEMENT OF FOREIGN LANGUAGE INSTRUCTIONAL PROGRAMS. THE METHODS AND MATERIALS FOR FOUR- AND SIX-YEAR SEQUENTIAL PROGRAMS ARE OUTLINED IN CHARTS, WITH CONSIDERATION GIVEN TO THE DEVELOPMENT OF ALL FOUR SKILLS AT EACH GRADE LEVEL. A CHAPTER ON THE PRINCIPLES OF THE AUDIOLINGUAL METHOD OFFERS DETAILS ON INSTRUCTIONAL MATERIALS, TECHNIQUES, AND TESTING, WITH SAMPLE EXERCISES INCLUDED. A SECTION ON LANGUAGE LABORATORY FACILITIES AND THEIR USE INCLUDES ADVICE ON PLANNING, ORDERING, AND MAINTAINING EQUIPMENT. FOLLOWING A LIST OF TEACHER REFERENCES ON THE AUDIOLINGUAL APPROACH ARE FOUR APPENDIXES GIVING POLICY STATEMENTS ON THE VALUE OF FOREIGN LANGUAGE STUDY AND ON FLES, QUALIFICATIONS FOR LANGUAGE TEACHERS IN SECONDARY SCHOOLS, AND RECOMMENDATIONS ON LANGUAGE LABORATORY USE. (RW)

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What do we know about . . .

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FOREIGN LANGUAGE INSTRUCTION ?

FL 000 726

TEXAS EDUCATION AGENCY . AUSTIN TEXAS

BULLETIN 621
DECEMBER 1962

What Do We Know About . . .

FOREIGN LANGUAGE INSTRUCTION?

Texas Education Agency
Austin, Texas

Bulletin 621
December 1962

Foreword

Today more research to improve language instruction is in progress than has ever been undertaken in the United States, and a new emphasis on the study of modern foreign languages is developing rapidly. All indications point to remarkable changes in language teaching and learning in our secondary schools.

This publication has been prepared when curriculum expansion and revision are being carried on in many communities. It is offered in the hope that it will be of assistance to teachers and administrators in planning for improved instruction in modern foreign languages and in the development of more effective programs of study.

This bulletin which describes procedures, methods, techniques, and devices proven effective and agreed upon by most foreign language specialists will assist local schools in building their own courses of study. As materials, methods, and equipment continue to be studied and improved, some ideas contained in this study may no longer be applicable. Local schools should be aware of the need to make necessary adaptations and to revise the material from time to time.

J. W. Edgar

Commissioner of Education

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Introduction

Never have so many Americans had so much contact with foreign speech, with so little preparation for dealing with non-English speaking people, and so much depending on communication of ideas. Some experience with another modern language and some understanding of another culture have become extremely important. Communication between peoples has always been a problem; but modern science and technology are making it a problem involving more people, more often.

Several factors have created public interest and concern in foreign language instruction in schools and colleges. When America entered World War II, the lack of personnel able to speak a foreign language was dramatically revealed. At a tremendous cost, the Armed Forces set up intensive language courses. Since that time, other government agencies and businesses have expressed their growing need for personnel competent in speaking another language. The increase in international meetings of businessmen, professional men, and ordinary citizens has also done much to focus attention on the language barrier. To be considered, too, is the fact that today the international exchange of students and teachers has reached such proportions that almost all parts of America are affected. One of the most obvious needs of the American citizen, however, occurs in his role as a traveler, a role he is playing increasingly, and in his role as host to the visiting foreigner. His interest in foreign language study is certainly reflected in the popularity of foreign language recordings, self-teaching books, commercial language schools, foreign movies, television courses, and international correspondence.

Other developments have contributed to the spread of a new approach to language learning. Title III of the National Defense Education Act of 1958 made provisions for strengthening foreign language instruction. The Staff Utilization Study of the National Association of Secondary School Principals revealed the effectiveness of tape recorders and other electronic aids in instruction. The College Entrance Examination Board now tests listening comprehension and probably will test speaking when suitable testing instruments are developed. Studies of the Modern Language Association have shown the effectiveness of teaching languages functionally. The National Education Association has established a Department of Foreign Languages. Also statements by authorities such as Dr. James B. Conant on the weakness of the foreign language program have made educators and the public aware of the need for change.

The concern in the public mind does not call for more of the same kind of emphasis that has characterized modern language instruction for years; consequently, the kind of language study recommended in this publication differs in objectives and methods from that which has been traditional in many Texas schools.

Today the aim is to give students experience with language as a means of communication, with the realization that language learning involves the gradual and sequential development of skills, understandings, attitudes, and appreciations. Students are expected to learn to understand and speak with educated native speakers of the language on subjects within their experience, ultimately to learn to read without translation, to write what can be spoken, and to possess a cultural understanding of the people whose language is studied. In method, initial emphasis is given to hearing and speaking with reading and writing following in that order, while grammar is learned functionally through mastery of speech patterns.

Information contained in the bulletin has been divided into pertinent sections. The question-answer format has been selected for use in order to pinpoint the presentation and allow for easy reference, reading, and discussion.

Modern Foreign Languages in the Curriculum

Modern Foreign Languages in the Curriculum

1. *What are the values of foreign language study?*

A modern foreign language offers both aesthetic and practical values. It is an academic subject that contributes to the ideal of liberal arts by breaking through the barrier of a single speech and culture and by providing acquaintance with another literature. It is a "tool" subject because jobs are open to people with linguistic skills, but care should be taken not to overstress vocational goals.

There are several over-all objectives of foreign language study which contribute to a general education. These general aims are:

- The actual experience of developing ability to communicate effectively in a foreign language.
- An increased understanding of and growth in the English language arts through the study of another language.
- Acquiring a deeper understanding and appreciation of another people.
- The enrichment of one's knowledge of the world we live in, thereby promoting international understanding.
- Developing an awareness of the relation between our own language and civilization and those of another country, and, as a consequence, increasing knowledge and appreciation of the American heritage.

Specific aims of foreign language study can be divided into two categories: linguistic and cultural.

When considering linguistic objectives, the ultimate goal is total communication in all its aspects, that is, the ability to understand and express oneself clearly and effectively within the range of one's experiences. Objectives to accomplish this goal are:

- To understand a native speaker speaking at normal tempo.

- To speak the language in a manner acceptable to natives.

- To read with direct understanding (without conscious translation) material on a general subject.

- To write, using authentic patterns of the foreign language, whatever students can say.

Of course, these skills are interdependent. Understanding and speaking are joined, with reading and writing built on a solid base of both.

Specific cultural objectives should be the development of:

- An awareness of the universality of human experience.

- A sympathetic understanding of another people through insights into their values and behavior patterns.

- A knowledge of important geographical, cultural, and political features of the foreign nation; its heritage; and its contributions to western civilization and to the United States.

- An understanding of language itself as a manifestation of culture.

A similar statement on the objectives or values of foreign language study is that made in 1956 by the Steering Committee of the Foreign Language Program of the Modern Language Association. It is reprinted in full as Appendix A of this publication.

2. *Who should study modern foreign languages?*

Every student should have the opportunity of studying a foreign language at some time in his school life. Language learning is not so difficult when approached in the natural way, e.g., learning to understand and to speak first as one learns his own native tongue. It is the bookish study of a modern language (analyzing structure and memorizing conjugations) that has been hard for many students and has failed to develop any degree of speaking proficiency.

A common misconception which should be erased is that some people can learn languages and some cannot, that a part of our population should be "protected from" language study because they are lacking in aptitude. A deficiency in aptitude, more often than not, can be traced to several causes: ineffective or uninteresting teaching, not starting language learning early enough, stress on literature before enough language is learned, or emphasis on grammar to the neglect of the functional use of language itself. Scientific studies do indicate that the ability to hear and reproduce strange sounds diminishes in most people during and after

adolescence. Young children are language curious; but language learning begun later in life must be highly motivated.

3. *When should modern foreign language study begin?*

The particular grade level or age where students begin their study of a foreign language largely depends on local conditions--the availability of funds and qualified teachers, as well as the expressed interest and support of the majority of parents.

Foreign language specialists believe that the best time to start learning a second language is in the elementary school, and preferably not later than grade three. Young children generally are free from inhibitions, are not embarrassed by repeating foreign sounds, and hear and imitate them easily. Above all, they seem to enjoy using these new expressions, without the urge to take them apart and compare them with their mother tongue.

As highly desirable as foreign language study in the elementary grades may be, however, it should be stressed that the availability of adequate finances and staff, a continuing sequence, and careful articulation and planning should all be assured before any such program is begun. Failure to provide for any of these items may seriously hamper its chances of success.

A school system contemplating an elementary program should give careful consideration to the recommendations of the Modern Language Association. Their latest (April 1961) statement of policy on foreign languages in the elementary school is reprinted as Appendix B.

In the future, secondary schools will be receiving an increasing number of students who began foreign language study in the elementary grades. Although articulation may be difficult, it is recommended that junior and senior high schools provide suitable placement or class assignments for all learners, including native-speakers, so that their study may continue without break and needless repetition. The development of local courses of study and placement procedures will do much toward building continuity.

If local circumstances prevent the introduction of modern language learning in the elementary grades, schools are encouraged to initiate study in grades seven, eight, or nine and to provide a continuous articulated program in one language through grade twelve. Where possible, a sequence in a second language can be added at the ninth grade level; and students who are talented in language learning should be encouraged to begin the study of a second foreign language while continuing study of the first.

4. *How long should a modern foreign language be studied?*

A minimum of four years of sequential study of a modern foreign language should be available to students, even though small or multiple classes or individual study may be required. Because acquiring proficiency requires a longer sequence than the usual two years of study offered in the past, many schools are now moving to the four-year program, and are even planning a six-, ten-, or twelve-year program as soon as circumstances permit. If long-range educational objectives are to be attained, in addition to the mastery of skills, these longer sequences will be required.

Schools should concentrate on developing a longer sequence in a single language, rather than shorter sequences in more than one. It is better for students to study one foreign language until they have achieved some degree of proficiency than to study two or more languages for a shorter period of time. The failure to realize the importance of time in language learning has led to these misconceptions: (1) that Americans do not learn foreign languages as easily as other peoples do and (2) that with some new miracle method, a foreign language can be learned in no time at all. There is no such thing as "instant language." Language learning takes time and practice. European schools have long given time and prominence to foreign language study, with expected, successful results.

Interested students should be encouraged to continue language study as long as their abilities warrant, but those who are having difficulty should be permitted to discontinue after the first year. At a later time, increased motivation may lead to success.

5. *Which foreign languages should be offered?*

The choice of the language(s) to be offered must be determined by local interest in a particular language and its cultural heritage. With competent teachers and a well planned program, any foreign language will be beneficial to students. The individual should not forego the study of a particular language because he cannot study the one he most desires; studies indicate that those who learn one foreign language well learn a second one very easily.

At least one classical language and one modern foreign language should be available to all secondary students. In general, language learning which gives initial emphasis to learning and speaking should precede the study of a language which emphasizes translation and whose main objectives are reading and writing, thus enabling students to acquire habits of direct comprehension and expression more readily. For this reason, languages taught audio-lingually (modern languages) should be offered at an earlier grade level than those taught by grammatical analysis (classical languages).

Spanish, French, German, and Italian are the modern languages most widely taught in American high schools. National need also indicates that, in addition to the Western European languages now commonly offered, we should consider teaching Russian, Chinese, Japanese, Arabic, and Hindi-Urdu. Although instruction in these "critical" languages is usually left to the colleges, some secondary schools with large enrollments may want to introduce one of them. In spite of the acute need, however, schools should not initiate study of an "uncommon" language unless competent teachers, continuity of study, and appropriate materials can be secured.

If a foreign language is offered in the elementary school, an opportunity to continue its study should be provided in the secondary grades. Any foreign language offered initially in the junior high should also be taught in the high school.

Although offerings may be broadened at any time to include additional languages, a long sequence in one modern language should be developed before additional offerings are provided. From the student's point of view, it is also well to remember that one language should be studied at least two consecutive years before adding the study of another.

6. *Who should teach a modern foreign language?*

It is important that teachers of modern foreign languages, at whatever grade or level, demonstrate at least minimal competency in the seven areas as defined by the Modern Language Association of America: aural understanding, speaking, reading, writing, language analysis, culture, and professional preparation. (See Appendix C for the MLA qualifications for secondary teachers.)

7. *How are the four- and six-year programs similar in scope? What are differences between the sequences?*

The careful planning of sequential learnings characterizes both courses, and methods used to develop the language skills are essentially the same.

In both the four- and six-year programs emphasis is on learning forms of the foreign language most useful for communication; and structures, vocabulary, and other content are selected to implement objectives.

The development of the ability to read and write in the foreign language, as well as to understand and to speak, is an aim of both programs. Reading includes various forms of literature and a variety of mediums. Students learn to write what they can say. If there are differences in the spoken and written language, accepted written forms and patterns are employed.

For all four skills, student experiences in the six-year sequence will extend beyond those in the four-year program. Consequently, student proficiency in foreign language will be developed to a much higher degree in the six-year program.

A brief comparison of the two sequences based on the development of the skills follows.

Listening. Students in the longer program have additional listening experiences commensurate with their additional study of structure, vocabulary, literature, and culture. Therefore, their understanding is greater than that of students in the four-year program.

Speaking. Students in the six-year sequence aim to use an extended vocabulary and all the major forms of structure. They speak on topics of intellectual, scientific, or cultural interest, in addition to topics related to daily living.

In the four-year program, students use the major forms of structure and vocabulary required for the first two years and part of the third. They practice these in conversations on a variety of topics, with emphasis on those of practical value.

Reading. In the six-year course, students read literary works from major periods in literary history. This reading involves the study of literary elements (style, theme, motivation, background). They also read materials from other mediums to increase their cultural understanding and to acquire specialized vocabulary to further their individual interests.

Students in the four-year sequence read materials from several major literary periods. Their study of literary elements is more limited. Reading in other mediums aims toward cultural understanding and developing general reading ability.

Writing. Students in the six-year program develop the power of free composition in the upper levels, and individual interests and talents are given the opportunity to be stressed.

In the four-year sequence, students progress from controlled to free composition in the final year.

Where only a two-year sequence is provided, nothing approaching mastery of the language can be attained. In such cases, instruction should follow the program outlined for Levels I and II of the four-year sequence.

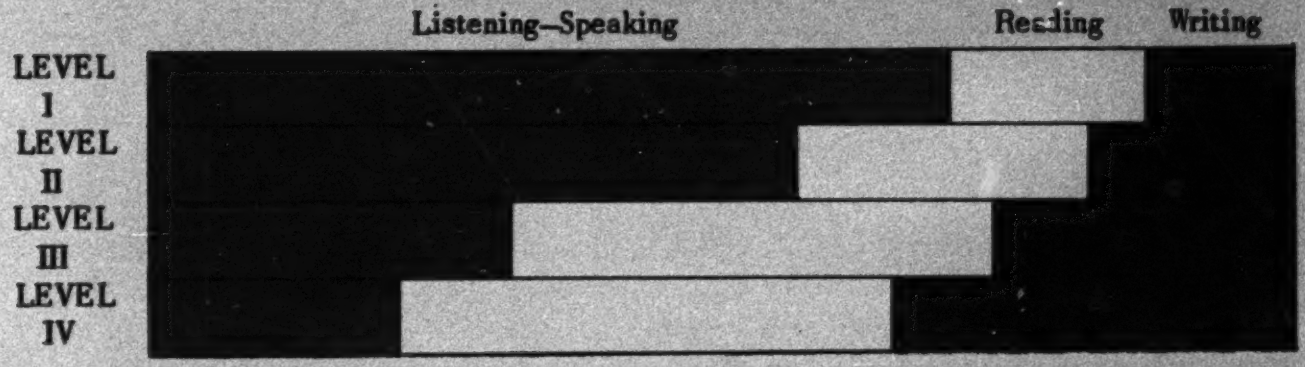
8. *How much time should be alloted for teaching each skill at each level?*

Charts can most effectively explain the time needed for teaching the language skills. The time allotments indicated for teaching the skills at each level are flexible; they are offered as a suggestion and can be easily adapted or changed to fit local needs.

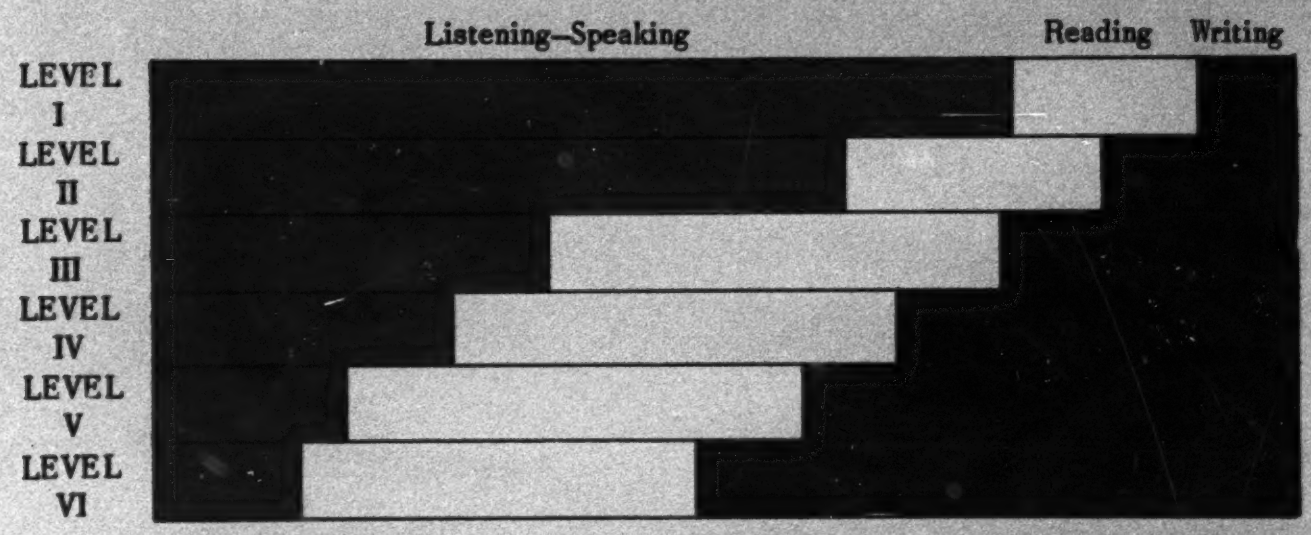
The percentages suggested refer to both classwork and homework during an entire school year, and not to classtime only. Activities such as reading and writing are often carried on outside class, while much actual classtime must necessarily be reserved for listening and speaking practice. Furthermore, the distribution of time is not constant throughout each level of study. For example, at the beginning of Level I there is little, if any, reading or writing; but the distribution of time will gradually assume the proportions illustrated.

Time for audio-lingual activity on reading material is included in the time devoted to reading.

FOUR - YEAR PROGRAM



SIX - YEAR PROGRAM



9. *How are the language skills developed at the various levels of instruction?*

Information on this subject can be found in Bulletin 615, Principles and Standards for Accrediting Elementary and Secondary Schools and Description of Approved Courses, Grades 7-12, published by the Texas Education Agency in October 1961.

Charts describing the four- and six-year programs follow. They are intended as an extension of the Course Descriptions and as an additional aid to schools in planning modern foreign language courses. They should also be of value in the preparation of local courses of study. Both charts are based on the sequential development of the language skills and offer suggested guidelines and activities or experiences for developing each of the skills, knowledge of structure, [redacted] cultural understanding. Detailed explanations of the terms or points presented in the charts are to be found in the section entitled "The Audio-Lingual Approach."

The guidelines for the skills are actually recommended techniques for teaching and are to be applied throughout the sequence of study. The experiences are designed for students and are suggestive of minimum content for the various levels. It is to be understood that in some situations more advanced activities may be included at an earlier level--or elementary activities at more advanced levels.

CHARTS

THE FOUR-YEAR PROGRAM

LEVEL I	LISTENING – SPEAKING		READING		WRITING		Knowledge	Knowledge
(Grades 7 or 8, 9, 10, or 11)	Guidelines	Experiences	Guidelines	Experiences	Guidelines	Experiences	Of Structure	Of Culture
	1. The development of listening comprehension is progressive – proceeding from the simplest sound to the most complex listening situation. 2. There is a preceding period in the beginning. 3. Language is presented in sentences or meaningful utterances and in a situational context. 4. Meaning is made clear at all times. 5. High frequency structure and vocabulary of the spoken language are selected. 6. There is abundant practice and overlearning of patterns selected for mastery. 7. Adequate provision is made for manipulation of structure through drill. 8. Intensive practice of all forms is gradually replaced by intensive practice of only those considered essential for speaking competency.	Simple commands and action responses Daily class routine and directions Dialogs and conversational sequences Pronunciation drills Pattern drills and exercises Directed dialog and dialog adaptation Question-answer practice Chain drill Acting out plays and dialogs Oral and choral reading Oral responses to non-verbal clues Simple anecdotes, poems, songs, games Reciting memorized prose and verse Recording passages	1. Reading for comprehension and enjoyment without recourse to translation is the aim. 2. Reading begins as soon as the audio-lingual foundation is laid. 3. Reading may be basic or supplementary to the learning situation; intensive, extensive, or supplementary; oral or silent. 4. Content should be linguistically and culturally authentic, with selection guided by student ability and interest. 5. There should be a proper balance between literature and material derived from other areas of knowledge (such as culture, special interests). 6. All reading should be checked for comprehension, either orally or in writing.	Intensive reading Materials identical to that mastered orally in the beginning Later, recombinations of original patterns Materials not first presented orally gradually introduced during second half of the year Conversations Descriptions Anecdotes Short stories Supplementary reading in English	1. Writing without translating from English is the objective, and it is based primarily on what students can say. 2. Writing is introduced soon after reading, but not at the same time. 3. In the early stages, imitative writing (copying) is emphasized. 4. Word groups, not single words, should be practiced. 5. Dictation, which follows a definite plan known to the class, is a recommended device throughout the sequence. 6. When giving dictation, it is well to remember that it should be based on familiar material, especially at first; that it should be short, but frequent; that it should be based on a variety of materials; and that immediate correction is required.	ALL BASED ON MATERIALS MASTERED AUDIO-LINGUALLY AND VISUALLY Copying Labeling objects Making picture dictionaries Dictation Completion exercises Guided writing of pattern drills Answering questions	STRUCTURES AUDIO – LINGUALLY PRESENTED AND MASTERED Dialogs Pattern drills	*Cultural content carefully integrated with course materials and student interests*

MANY OF THE AUDIO-LINGUAL, READING, AND WRITING EXPERIENCES CONTINUE THROUGHOUT THE SEQUENCE. SELECTION OF APPROPRIATE ACTIVITIES MUST BE MADE BY THE INDIVIDUAL TEACHER WHO IS AWARE OF THE MATURITY AND ABILITY OF HIS STUDENTS.

THE FOUR-YEAR PROGRAM

LEVEL II	LISTENING – SPEAKING		READING		WRITING		Knowledge Of Structure	Knowledge Of Culture
(Grades 9, 10, 11, or 12)	Guidelines	Experiences	Guidelines	Experiences	Guidelines	Experiences		
	9. From the beginning, purposeful listening is emphasized. 10. Pronunciation and intonation, both dependent upon good listening habits, are stressed rather than structure in the early stages. 11. Emphasis on pronunciation and intonation of whole phrases assumes a more important role as study progresses. 12. Liaison and linking are also learned functionally, reinforced by simple rules, with complex rules reserved for advanced levels. 13. Correctness in reproducing sounds is achieved through careful imitation of accurate models. 14. Complete coverage of the principal points of the sound system is essential.	DEVELOPMENT OF AUDIO-LINGUAL SKILLS CONTINUES AS PRIMARY OBJECTIVE Dialogs Pattern drills Narratives Activities growing out of reading Questions based on interests, topics studied, other studies, reading Dramatizations based on the dialogs or simple supplementary materials	7. Intensive reading is controlled and under the guidance of the teacher. 8. Although it does not necessarily imply a slow, detailed analysis of the text, it does involve comprehension, the study of new words and structures, and serves to build an active as well as recognitional vocabulary. 9. In the early years, intensive reading is undertaken in class under the direction of the teacher, with emphasis on oral presentation. 10. As students progress, oral presentation by the teacher decreases; elimination of difficulties prior to reading is necessary; and drill and application of the new material increases in order to fix content and check comprehension. 11. Material read extensively may serve as a basis for oral discussion and to develop appreciation of literary style. 12. In advanced courses, intensive reading grows more and more limited.	READING OF MORE IMPORTANCE AND COMPLEXITY Intensive and extensive reading in the foreign language Identical patterns and recombinations of materials mastered orally As year progresses, more and more material not previously experienced in class Selections with cultural background Selections of literary merit–short stories, anecdotes, plays, graded readers, poems Simple foreign materials–such as newspapers, magazines Supplementary reading of simple materials in the foreign language Use of bi-lingual texts	7. After imitative writing, students progress to guided writing pattern drills, answers to questions which include speech patterns providing the basis for the answer, completion statements based on reading selections, written answers to questions chosen directly from previously mastered dialogs. 8. Next, students advance to controlled writing (changing a story from one tense to another or one person to another, changing the form of a story from narrative to dialog or dialog to narrative, rewriting sentences to vary sentence structure, summarizing using expressions of a given passage, expressing equivalencies of English sentences in the foreign language.	All forms of guided and controlled writing Copying (if necessary) Dictation, including recombinations of learned patterns Answers to dialog questions Controlled composition Directed composition begun	NEW STRUCTURE PATTERNS STILL PRESENTED AUDIO-LINGUALLY, WITH EMPHASIS ON MOST ESSENTIAL FORMS Dialogs Pattern drills emphasized Grammatical patterns labeled and summarized	*Culture content carefully integrated with course materials and student interests*

THE FOUR-YEAR PROGRAM

LEVEL III	LISTENING – SPEAKING		READING		WRITING		Knowledge	Knowledge
(Grades 10, 11, or 12)	Guidelines	Experiences	Guidelines	Experiences	Guidelines	Experiences	Of Structure	Of Culture
Stepped-up tempo, with a greater variety and difficulty of activities Quality not to be sacrificed for quantity, however Integration of all four skills with reading content	15. Words containing new sounds or sound sequences are added gradually. 16. Individual sounds emphasized are those most difficult and most different from the sounds in English. 17. Major features of the sound system are pointed out and associated with their written forms as they appear in reading after first being heard and spoken. 18. Only words students can pronounce and whose meanings are known are used to illustrate sounds. 19. Simple, non-technical descriptions of sound formation are recommended.	CARE TAKEN IN MAINTAINING AUDIO-LINGUAL SKILLS AT A HIGH LEVEL Variety of listening experiences Dialogs and conversations of greater depth More difficult pattern drills Questions and other activities based on reading Simple discussion and brief oral reports based on reading, recordings, pictures, films, special interests of students Topics discussed based on ideas as well as concrete situations Restatement of materials mastered audio-lingually (A word of caution – it is better to rework the same materials in a variety of ways than to introduce too much new material.)	13. Extensive reading is the more independent reading of a greater quantity of material and aims primarily at rapid comprehension of content and the acquisition of passive vocabulary, generally avoiding a detailed study of form. 14. It is introduced only after students have facility in reading simple texts and most often takes the form of silent reading. 15. The quantity of extensive reading increases in the upper levels. 16. Supplementary reading should be required for each grade. 17. In the beginning, it may be in English, but should be increasingly in the foreign language as students progress.	EMPHASIS ON READING GREATLY INCREASED Intensive, extensive, and supplementary reading Selections of literary merit A variety of literary forms recommended – short stories, novels, plays, essays, biography, history, verse At least one fairly lengthy volume each semester Reading on a number of subjects from other forms such as foreign periodicals Beginning of a systematic program of literary readings leading to the College Entrance Examination Board Advanced Placement Program Test and college credit (especially for gifted students)	9. When writing controlled compositions, students may summarize passages using their own words; follow a model composition, altering it to fit their personal situation; answer general questions or be given topic sentences, each of which is used to develop a paragraph; write short letters or articles for the school newspaper, with guidelines provided by the teacher. 10. In controlled composition, the controls are gradually lessened as study progresses. 11. In directed composition, the next step in writing, students build a connected passage of familiar content from a series of oral or written questions given in English or in the foreign language. 12. Gradually, students progress to free composition (dramatization, personal narration, descriptions, reports, letters, etc.).	STUDENTS INCREASINGLY REQUIRED TO WRITE WHAT THEY CAN SAY Guided writing still continued Dictation profitable, but not to be overused Pattern drills Answers to questions Controlled writing and controlled composition continued Directed composition Letter writing	STRUCTURES MORE COMPLEX Review of structures of the preceding two years Structures required for speaking presented audio-lingually Most useful forms selected Structures not needed for speaking aurally experienced Dialogs Pattern drills Model sentences Question-answer responses	*Culture content carefully integrated with course materials and student interests*

MANY OF THE AUDIO-LINGUAL, READING, AND WRITING EXPERIENCES CONTINUE THROUGHOUT THE SEQUENCE. SELECTION OF APPROPRIATE ACTIVITIES MUST BE MADE BY THE INDIVIDUAL TEACHER WHO IS AWARE OF THE MATURITY AND ABILITY OF HIS STUDENTS.

THE FOUR-YEAR PROGRAM

LEVEL IV	LISTENING – SPEAKING		READING		WRITING		Knowledge Of Structure	Knowledge Of Culture
(Grades 11 and 12, or 12)	Guidelines	Experiences	Guidelines	Experiences	Guidelines	Experiences		
	20. Comparisons and contrasts with English sounds are made when necessary in planned corrective exercises. 21. Exaggeration of sounds are to be avoided, especially in correcting errors of pronunciation, since stress in correction distorts intonation. 22. Difficulties with words are anticipated and errors are corrected as made. 23. Pronunciation practice is continued throughout the sequence, with drill on individual words or sounds employed where needed. 24. Listening – speaking skills are reinforced and evaluated by electronic aids.	ALL ACTIVITIES OF THE CLASSROOM A BASIS FOR ORAL WORK Further practice with difficult listening situations Dialogs and conversations of Level III reviewed and emphasized Discussion of everyday activities Questions, answers, oral reports based on reading Oral reports on cultural topics Discussions of topics of individual interest to students Presentation of plays Recitation of prose and poetry Preparation of programs	18. Supplementary reading should permit individual choice, but lists of selections should be provided. 19. It begins as soon as students are able to read on their own, with correlation with other subject areas is recommended. 20. The content of supplementary reading should be simpler than intensive or extensive readings; if books are suggested, school editions are helpful and easy foreign materials are also suitable. 21. Giving extra credit encourages supplementary reading.	READING - MOST IMPORTANT PART OF THE COURSE Intensive, extensive, and supplementary reading Selections emphasizing cultural information and literary merit Several literary works studied in depth, at least one of which is a contemporary selection Selections from foreign materials on aspects of culture or special interests Supplementary reading in the foreign language required in greater amounts Continuation of systematic program of literary readings	13. Free or original compositions should not be assigned until students have been properly trained. 14. When assigning compositions, close supervision and careful correction of errors are essential. 15. By carefully choosing topics for compositions, teachers may test knowledge of vocabulary, idioms, and structure, with general as well as individual errors detected. 16. The letter form is recommended; it should appear early and continue throughout the sequence, progressing from imitative to guided or controlled writing, to free composition. 17. Consequently, correspondence with foreign students is a practice to be encouraged.	WRITING WITH EMPHASIS ON WHAT THE STUDENTS CAN SAY Guided writing continued Dictation Pattern drills and exercises Summaries Controlled writing and composition, with controls decreasing Directed composition Some original or free composition required Reconstruction of oral discussions or activities, other subjects of interest, or materials previously mastered Letter writing Writing in a literary style introduced Note taking in the foreign language Area notebooks in the foreign language Writing focused on Advanced Placement Program reading	KNOWLEDGE OF STRUCTURE REVIEWED AND COMPLETED Dialogs Pattern drills Model sentences Question-answer responses Structural summaries	*GREAT STRESS ON CULTURE AT THIS LEVEL* *Review of important features of the civilization* *Individual and class projects on topics of special interests*

THE SIX-YEAR PROGRAM

LEVEL I	LISTENING – SPEAKING		READING		WRITING		Knowledge	Knowledge
(Grade 7)	Guidelines	Experiences	Guidelines	Experiences	Guidelines	Experiences	Of Structure	Of Culture
	1. The development of listening-comprehension is progressive—proceeding from the simplest sound to the most complex listening situation. 2. There is a period in the beginning. 3. Language is presented in sentences or meaningful utterances and in a situational context. 4. Meaning is made clear at all times. 5. High frequency structure and vocabulary of the spoken language are selected. 6. There is abundant practice and overlearning of patterns selected for mastery. 7. Adequate provision is made for manipulation of structure through drill.	Simple commands and action responses Daily class routine and directions Dialogs and conversational sequences Pronunciation drills Pattern drills and exercises Directed dialog and dialog adaptation Question-answer practice Chain drill Acting out plays and dialogs Oral and choral reading Simple anecdotes, poems, songs, games Reciting memorized prose and verse Recording passages	1. Reading for comprehension and enjoyment without recourse to translation is the aim. 2. Reading begins as soon as the audio-lingual foundation is laid. 3. Reading may be basic or supplementary to the learning situation; intensive, extensive, or supplementary; oral or silent. 4. Content should be linguistically and culturally authentic, with selection guided by student ability and interest.	Intensive reading Materials learned orally at first Later, recombinations of familiar patterns Anecdotes Short stories Supplementary reading in English	1. Writing without translating from English is the objective, and it is based primarily on what students can say. 2. Writing is introduced soon after reading, or at the same time. 3. In the early stages, imitative writing (copying) is emphasized. 4. Word groups, not single words, should be practiced.	ALL BASED ON MATERIALS MASTERED AUDIO-LINGUALLY AND VISUALLY Copying Labeling objects Making picture dictionaries Completion exercises Guided writing of pattern drills Answering questions	STRUCTURES AUDIO-LINGUALLY PRESENTED AND MASTERED Dialogs Pattern drills	*Cultural content integrated with and based on students' interest and course materials*

MANY OF THE AUDIO-LINGUAL, READING, AND WRITING EXPERIENCES CONTINUE THROUGHOUT THE SEQUENCE. SELECTION OF APPROPRIATE ACTIVITIES MUST BE MADE BY THE INDIVIDUAL TEACHER WHO IS AWARE OF THE MATURITY AND ABILITY OF HIS STUDENTS.

THE SIX-YEAR PROGRAM

LEVEL II	LISTENING – SPEAKING		READING		WRITING		Knowledge Of Structure	Knowledge Of Culture
(Grade 8)	Guidelines	Experiences	Guidelines	Experiences	Guidelines	Experiences		
	8. Intensive practice of all forms is gradually replaced by intensive practice of only those considered essential for speaking competency. 9. From the beginning, purposeful listening is emphasized. 10. Pronunciation and intonation, both dependent upon good listening habits, are stressed rather than structure in the early stages. 11. Emphasis on pronunciation and intonation of whole phrases assumes a more important role as study progresses.	DEVELOPMENT OF AUDIO-LINGUAL SKILLS REMAINS PRIMARY OBJECTIVE Dialogs Pattern drills Narratives Activities growing out of reading experiences Questions based on interests, topics studied, other studies, reading Dramatizations based on the dialogs or simple supplementary materials	5. There should be a proper balance between literature and material derived from other areas of knowledge (such as culture, specialized interests). 6. All reading should be checked for comprehension, either orally or in writing. 7. Intensive reading is controlled and under the guidance of the teacher. 8. Although it does not necessarily imply a slow, detailed analysis of the text, it does involve comprehension, the study of new words and structures, and serves to build an active as well as recognitional vocabulary.	READING OF GREAT IMPORTANCE Intensive reading Identical patterns and recombinations of familiar patterns mastered audio-lingually Materials not previously experienced in class toward end of year Stories Anecdotes Playlets Simple verse Supplementary reading in English and simple materials in the foreign language Use of bi-lingual texts	5. Dictation, which follows a definite plan known to the class, is a recommended device throughout the sequence. 6. When giving dictation, it is well to remember that it should be based on familiar material, especially at first; that it should be short, but frequent; that it should be based on a variety of types of material; and that immediate correction is required.	ALL WRITING STILL BASED ON MATERIAL MASTERED AUDIO-LINGUALLY AND VISUALLY Guided writing continued Copying Dictation Completion exercises Pattern drills Answers to dialog questions	STRUCTURES AUDIO-LINGUALLY PRESENTED AND MASTERED Dialogs Pattern drills	*Cultural content integrated with and based on students' interests and course materials*

THE SIX-YEAR PROGRAM

LEVEL III (Grade 9)	LISTENING – SPEAKING		READING		WRITING		Knowledge Of Structure	Knowledge Of Culture
	Guidelines	Experiences	Guidelines	Experiences	Guidelines	Experiences		
	12. Liaison and linking are also learned functions, reinforced by simple rules, with complex rules reserved for advanced levels. 13. Correctness in reproducing sounds is achieved through careful imitation of accurate models. 14. Complete coverage of the principal points of the sound system is essential. 15. Words containing new sounds or sound sequences are added gradually.	DEVELOPMENT OF AUDIO-LINGUAL SKILLS CONTINUES AS PRIMARY OBJECTIVE Variety of listening experiences Dialogs and pattern drills of greater depth Dialog adaptation Directed dialog Questions and other activities based on reading Brief oral reports	9. In the early years, intensive reading is undertaken in class under the direction of the teacher, with emphasis on oral presentation. 10. As students progress, oral presentation by the teacher decreases; elimination of difficulties prior to reading is necessary; and drill and application of the new material increases in order to fix content and check comprehension. 11. Material read intensively may serve as a basis for oral discussion and to develop appreciation of literary style. 12. In advanced courses, intensive reading grows more and more limited.	Intensive and extensive reading in the foreign language Material not previously reviewed in class Selections with cultural background Literary works - short stories, plays, essays, poems Supplementary reading of simple materials in the foreign language Beginning of a systematic program of literary readings leading to the College Entrance Examination Advanced Placement Program Test and college credit (especially for gifted students)	7. After imitative writing, students progress to guided writing (pattern drills, answers to questions which include speech patterns providing the basis for the answer, completion statements based on reading selections, written answers to questions chosen directly from previously mastered dialogs). 8. Next, students advance to controlled writing (changing a story from one tense to another or one person to another, changing the form of a story from narrative to dialog or dialog to narrative, rewriting sentences to vary sentence structure, summarizing using expressions of a given passage, expressing equivalencies of English sentences in the foreign language.	All forms of guided and controlled writing Copying, when needed Dictation, with recombinations of learned patterns introduced Guided writing of more difficult forms of pattern drills Controlled composition Writing of patterns and dialogs through recall Directed composition begun	AS COURSE ADVANCES, STRUCTURES MORE COMPLEX Structures needed for speaking presented through dialogs and pattern drills All structures experienced orally Structure drills emphasized Grammatical patterns labeled and summarized	*Cultural content integrated with and based on students' interests and course material*

MANY OF THE AUDIO-LINGUAL, READING, AND WRITING EXPERIENCES CONTINUE THROUGHOUT THE SEQUENCE. SELECTION OF APPROPRIATE ACTIVITIES MUST BE MADE BY THE INDIVIDUAL TEACHER WHO IS AWARE OF THE MATURITY AND ABILITY OF HIS STUDENTS.

THE SIX-YEAR PROGRAM

LEVEL IV	LISTENING – SPEAKING		READING		WRITING		Knowledge Of Structure	Knowledge Of Culture
(Grade 10)	Guidelines	Experiences	Guidelines	Experiences	Guidelines	Experiences		
	16. Individual sounds emphasized are those most difficult and most different from the sounds in English. 17. Major features of the sound system are pointed out and associated with their written forms as they are met in reading after first being heard and spoken. 18. Only words students can pronounce and whose meanings are known are used to illustrate sounds.	Variety of listening experiences Pattern drills Questions, answers, and reports based on reading Discussion of individual interests and cultural topics Oral reports Presentation of plays Recitation of prose and verse Preparation of programs	13. Extensive reading is the more independent reading of a greater quantity of material and aims primarily at rapid comprehension of content and the acquisition of passive vocabulary, generally avoiding a detailed study of form. 14. It is introduced only after students have facility in reading simple texts and most often takes the form of silent reading. 15. The quantity of extensive reading increases in the upper levels.	Intensive and extensive reading Longer selections of literary value Some contemporary works Variety of forms (fiction, nonfiction, prose, poetry, drama, essays) recommended Simple authentic materials from foreign periodicals More supplementary reading in the foreign language Continuing a systematic program of literary readings	9. When writing controlled compositions, students may summarize passages using their own words; follow a model composition, altering it to fit their personal situation; answer general questions or be given topic sentences, each of which is used to develop a paragraph; write short letters or articles for the school newspaper, with guidelines provided by the teacher. 10. In controlled composition, the controls are gradually lessened as study progresses.	WRITING ALL THAT STUDENTS CAN SAY Guided and controlled writing Dictation Pattern drills Controlled composition Directed composition Reconstruction of oral discussions on material previously mastered Letter writing Writing in a literary style introduced Free composition begun Writing focused on Advanced Placement Program reading	Drill on remaining structural items needed for speaking competency through pattern drills, model sentences, and question-answer responses	*Cultural content integrated with and based on students' interests and course materials*

THE SIX-YEAR PROGRAM

LEVEL V	LISTENING – SPEAKING		READING		WRITING		Knowledge	Knowledge
(Grade 11)	Guidelines	Experiences	Guidelines	Experiences	Guidelines	Experiences	Of Structure	Of Culture
	19. Simple, non-technical descriptions of sound formation are recommended. 20. Comparisons and contrasts with English sounds are made when necessary in planned corrective exercises. 21. Exaggerations of sounds are to be avoided, especially in correcting errors of pronunciation, since excess in correction distorts intonation. 22. Difficulties with words are anticipated and errors are corrected as made.	ALL ACTIVITIES OF THE CLASSROOM PROVIDE BASIS FOR AUDIO–LINGUAL EXPERIENCES Difficult listening experiences Review and expansion of conversations and dialogs Recitation of prose and verse Production of plays and dramatic sequences Discussion of literature Oral composition on themes related to reading and culture Oral reports on individual reading or special interests	16. Supplementary reading should be required for each grade. 17. In the beginning, it may be in English, but should be increasingly in the foreign language as students progress. 18. Such reading should permit individual choice, but lists of selections should be provided.	Intensive and extensive reading Extensive reading expanded Significant literary selections representing several periods Selections from books and periodicals on culture and other subject areas Supplementary reading in the foreign language required Continuing a program of literary readings	11. In directed composition, the next step in writing, students build a connected passage of familiar content from a series of oral or written directions given in English or in the foreign language. 12. Gradually, students progress to free composition (dramatization, personal narratives, descriptives, reports, letters, etc.) 13. Free or original compositions should not be assigned until students have been properly trained. 14. When assigning compositions, close supervision and careful correction of errors are essential.	WRITING WITH CONTINUED EMPHASIS ON WHAT STUDENTS CAN SAY Guided and controlled writing Pattern drills and exercises based on reading and need More stress on forms characteristic of written expression Controlled composition, with controls decreasing Letter writing Free composition Compositions on cultural topics Area – study notebooks Note-taking in the foreign language Writing focused on Advanced Placement Program reading	KNOWLEDGE OF STRUCTURES REVIEWED AND COMPLETED Remaining items needed for listening-speaking competency drilled through pattern practice, model sentences, and question-answer responses	*Review of the salient features of the civilization in the foreign language* *Individual and class projects on topics of special interest*

MANY OF THE AUDIO–LINGUAL, READING, AND WRITING EXPERIENCES CONTINUE THROUGHOUT THE SEQUENCE. SELECTION OF APPROPRIATE ACTIVITIES MUST BE MADE BY THE INDIVIDUAL TEACHER WHO IS AWARE OF THE MATURITY AND ABILITY OF HIS STUDENTS.

THE SIX-YEAR PROGRAM

LEVEL VI	LISTENING – SPEAKING		READING		WRITING		Knowledge	Knowledge
(Grade 12)	Guidelines	Experiences	Guidelines	Experiences	Guidelines	Experiences	Of Structure	Of Culture
	23. Pronunciation practice is continued throughout the sequence, with drill on individual words or sounds employed where needed. 24. Listening – speaking skills are reinforced and evaluated by electronic aids.	SAME AS IN LEVEL V, WITH EVEN GREATER EMPHASIS ON DISCUSSION OF LITERARY THEMES AND CONTINUED DEVELOPMENT OF ABILITY TO TALK ABOUT CULTURAL AND INDIVIDUAL INTERESTS	19. Supplementary reading begins as soon as students are able to read on their own, and correlation with other subject areas is recommended. 20. The content of supplementary reading should be simpler than intensive or extensive readings; if books are suggested, school editions are helpful and easy foreign materials are also suitable. 21. Giving extra credit encourages supplementary reading.	Intensive reading of classical and contemporary works with backgrounds developed and attention to style, theme, setting, historical content Intensive reading supplemented by well-organized extensive reading plan Supplementary reading on civilization and topics of interest in the foreign language required Greater number of works than in Level V Continuing a program of literary readings	15. By carefully choosing topics for compositions teachers may test knowledge of vocabulary, idioms, and structure, with general as well as individual errors detected. 16. The latter form is recommended; it should appear early and continue throughout the sequence, progressing from imitative to guided or controlled writing, to free composition. 17. Consequently correspondence with foreign students is a practice to be encouraged	EVERYTHING THAT CAN BE DONE ORALLY Controlled writing and composition Free composition Literary style emphasized Pattern drills and exercises when need arises Quality and individual ability stressed Introduction to translation Writing focused on Advanced Placement Program reading	STRUCTURE TREATED AS THE NEED ARISES Structural summaries	*Emphasis on the social background of the literature studied, with an overview of history developed* *An understanding of the people and countries today provided by the study of contemporary works of literature* *Specific projects required*

The Audio-Lingual Approach

The Audio-Lingual Approach

PHILOSOPHY, GUIDELINES, TECHNIQUES *

1. *What is the audio-lingual approach?*

The audio-lingual (understanding and speaking) approach is based on the conviction that the chief purpose of studying a modern foreign language is for mastery of the language as a means of communication and that language as a communication skill is best developed on the basis of the spoken word. Traditional programs have not accomplished this purpose, for they ignored principles of natural language behavior.

For centuries it was believed that modern foreign languages should be taught with the methods used for Latin and Greek. Support for this belief could be found in the fact that few individuals in the United States had the opportunity to hear and speak a language because of very limited foreign contacts. Today, however, and increasingly in the future, we are living in a world that requires communication between people of different cultures.

Formerly, the question of methodology was also more philosophical than practical in that techniques used in the traditional approach reflected classical educational philosophy which emphasized grammar, logic, and rhetoric as the basis for training the mind. Most linguists today point out that language is not logical, but arbitrary.

After World War II, when the acute shortage of citizens with the ability to speak a foreign language became apparent, colleges and a group of leading secondary teachers began to experiment with materials and techniques based on linguistics which had met with success in language training programs for the military. Their adaptations have evolved into the method known as the audio-lingual approach. This new methodology stresses the development of all four language skills: listening comprehension, speaking ability, reading, writing, and in that order.

**Additional guidance and information on this topic can be found in much of the professional literature today. Excellent sources are Nelson Brooks' LANGUAGE AND LANGUAGE LEARNING: THEORY AND PRACTICE; Patricia O'Connor's MODERN FOREIGN LANGUAGES IN HIGH SCHOOL: PRE-READING INSTRUCTION; Don R. Iodice's GUIDELINES TO LANGUAGE TEACHING IN CLASSROOM AND LABORATORY; and Joseph C. Hutchinson's MODERN FOREIGN LANGUAGES IN HIGH SCHOOL: THE LANGUAGE LABORATORY.*

Terminology such as "aural-oral," the "New Key," and "audio-lingual" have created a misconception that reading and writing are eliminated. Such is not the case. The audio-lingual method simply assumes that it is easier to learn to understand and to speak another language before learning to read and write it, and that reading and writing can later be learned more effectively on the basis of a sound audio-lingual foundation.

Audio-lingual training is not haphazard. It must be scientifically developed and presented according to the best linguistic principles. It is also based on the assumption that instruction should be in a continuous, articulated sequence for a minimum of four years. Therefore, where schools are in the process of lengthening their sequences (from the customary two years), some adaptation of the approach may be necessary.

The method is particularly suitable for use with the language laboratory because electronic devices permit the needed practice of conversations and grammar drills.

Most teachers who have tried the audio-lingual method agree that it is the most effective approach to date.

2. *What are the basic characteristics of audio-lingual instruction?*

Effective audio-lingual learning and teaching should be based on certain guiding principles:

- Language learning is sequential. Learning to understand and to speak takes place before learning to read and to write. Controversy does exist as to the length of the interval between the hearing and speaking and reading and writing phases; but there is general professional agreement that students should hear and repeat a lesson before seeing it, even if the interval is only a few minutes of oral practice.

- Language learning is coordinated. The four language skills (listening, speaking, reading, writing) do not exist in isolation. Progress in each skill influences achievement in another.

- Language learning is functional. Understanding and speaking are emphasized because we are teaching a living language. Pupils must be provided with opportunities to use the language actively in real or simulated true-to-life situations.

- There are two types of language practice involved: conversations and structure drills. The conversations are taken from real-life

situations of interest to secondary school students. After the conversations are memorized, adaptations of the basic dialogs are made and various grammatical structures are drilled in pattern form. The learning of basic structures to the point of automaticity proceeds best on the basis of limited vocabulary; vocabulary can be expanded later.

- There should be constant recurrence of vocabulary and structural items presented. Learning a foreign language requires intensive practice and drill; vocabulary and structure points studied must be constantly reinforced by numerous repetitions. Material previously learned must be carefully interwoven with new learnings.

- The audio-lingual approach requires an initial period devoted exclusively to listening-speaking training without textbooks. The length of this period, which can vary from a few minutes to a whole year, may best be judged by the individual teacher who is aware of the needs and abilities of his students. Carefully selected text materials are vital to the program, however, and are used as a basis for audio-lingual practice, as well as later for practice in reading and writing.

- The learning of good usage is by analogy and formal grammar is not in itself a goal. High frequency structure patterns are presented and drilled orally in meaningful sentences and dialogs until they are mastered to the point that they are fixed, habitual, and automatic. Grammatical explanations, where necessary, may be given but should, except for the more complex forms, follow initial drills.

- Vocabulary is learned in context. It is preferable for students to master a more limited vocabulary and be able to use it actively in multiple structural forms for speaking and writing than to have a passing acquaintance with an extensive vocabulary they cannot manipulate. A more extensive passive vocabulary is developed for understanding and reading.

- Periodic and systematic testing is an integral part of the teaching-learning process. Adequate provision must be made for evaluating the listening-speaking skills, in addition to reading and writing, wherever the development of oral skills is a part of the instructional program. In no case should students be tested on skills not sufficiently developed in the course of study.

- There is the greatest possible use of the foreign language in class. After initial orientation in English, the modern foreign language should be the language of the classroom; but some use of English by the teacher may be necessary for emergencies, explanations, equivalencies, and to avoid unnecessary loss of class time. Care should also be taken to avoid mixing the two languages. An effort is made to make English temporarily inactive so that students may

learn to think in the new language; therefore, they should not be permitted to use English.

- Learning about the country and its people is an integral part of the foreign language course throughout the sequence. Competence in the use of the foreign language should be developed within the context of cultural information.

- Formal translation from English into the modern foreign language, or the reverse, is to be avoided until the more advanced stages of language learning. Then translation should be used only as a literary exercise for a small part of the students' activity.

3. *What are some important techniques or principles that the teacher should keep in mind when practicing the audio-lingual method?*

In order to present some of the basic features of the newer methods, the following outline and commentary attempt to summarize techniques of the audio-lingual approach by describing its three important phases.

These phases have interrelated features. Sequences and sequences within sequences are involved, and the progressions and levels are constantly developed in different combinations and with changing emphases. Although emphasis may change from one sequence or learning activity to the next one, the preceding steps are usually maintained throughout. Overlearning should be a prerequisite of one step to the next in the development of skills. *

PHASE I.

PRESENT, LISTEN, IMITATE, MEMORIZE

- In the beginning there is a period devoted exclusively to the listening-speaking skills before reading and writing begin.

- At first new material is presented by the teacher in class.

- Ear training precedes mouth training.

- Dialogs provide the basic material for instruction.

- Mimicry-memorization (repeating and memorizing) practice follows listening practice.

- Pronunciation, rhythm, and intonation are perfected.

*The above statements and the summary which follows reflect ideas expressed by Joseph C. Hutchinson in MODERN FOREIGN LANGUAGES IN HIGH SCHOOL: THE LANGUAGE LABORATORY. U.S. Department of Health, Education, and Welfare, Office of Education Bulletin 1961, No. 23; OE-27013. Washington: U.S. Government Printing Office, 1960, pp. 14-18.

In the beginning there should be a period devoted exclusively to developing the listening-speaking skills before reading and writing are begun. The length of this period varies from several weeks to several months depending on factors best determined by the individual classroom teacher.

At first new material is presented by the teacher in class, and he controls the rate of introduction. Later in the course, when sound and basic structures are well established, new material can be presented effectively by a recorded source.

Training in listening precedes training in speaking. This requires instruction in listening for aural discrimination (distinguishing between contrasting sounds in the foreign language and distinguishing between correct and incorrect versions of these sounds), as well as for comprehension or meaning.

Recorded materials used should contain uninterrupted natural speech except for special exercises on difficult sounds. Materials used later for mimicry-memorization often provide the format for practice in listening comprehension.

The basic material for each unit is a dialog based on social situations common to the culture of the country where the language is spoken. The model utterances contained in the dialog should be authentic speech patterns based on high frequency (most common) structures and vocabulary of the spoken language. Meaning is presented in several ways--a brief description in English, gestures, facial expressions, or visuals.

In the dialogs, conversational forms of the language are used, proceeding from two or more persons talking about themselves to talking about other people and things. Narratives and descriptions are gradually added. Mimicry-memorization practice, usually with the model sentences of the dialog, follows listening practice. At this stage, numerous repetitions in imitation of the models should be provided in order to secure automatic responses (complete memorization).

Although the model sentences contain examples of structure and vocabulary, initial emphasis in listening and speaking practice is on sound. Correct pronunciation, rhythm, and intonation are stressed. The models should be complete utterances in meaningful context, but special materials for aural discrimination practice are not necessarily in this form.

PHASE II.

LISTEN – SPEAK, DRILL, MANIPULATE

- Response in imitation of spaced model utterances begins after sufficient listening practice has established sound discrimination and comprehension.

- Even after reading and writing begin, there is still a period in which each new unit of material is mastered orally before students are given access to the written word.

- Necessary drill which leads to manipulation of the language and its creative use is provided by pattern practice.

After adequate listening practice, which establishes sound discrimination and comprehension, responses to spaced model utterances begins. The term utterance refers to those segments of dialog that can stand alone and still have meaning within the framework of the conversation itself. The length of these utterances for imitation is critical because the auditory memory span is short in early training. It is recommended that utterances of from twelve to fifteen syllables be given in phrases of no longer than five or six syllables, or be built up from the end (inverse order) so that each phrase forms a meaningful segment and retains the natural intonation pattern.

The combination of phrases with pauses (silent spaces) and final complete utterances with pauses gives students repeated practice with each utterance before proceeding to the next. The length of the pause rarely exceeds twice the length of the preceding utterance. In order to avoid boredom, the pace should not be set for the slowest.

The level of difficulty of listening and speaking practice increases as the skills are developed and maintained throughout the program.

Even after students begin reading and writing, there is usually a period in which new material is mastered orally before there is access to the written version. This cycle may be completed within only a few days, and its length may vary depending on the difficulty of the material studied. In any case, continual recycling of the process is necessary throughout the first year.

After the dialog sentences are mastered, one structural (grammatical) item at a time is presented for practice in various kinds of pattern drills for automatic control of the language. Models for these pattern drills are usually drawn from dialog sentences. They later begin branching out through directed questions and responses and other procedures. It should be stressed that these drills are for learning to manipulate structure; testing structural knowledge comes later. Since one of the major

functions of the language laboratory is to provide for drill, the machine can present the models or the problems for the numerous repetitions needed for overlearning after the new material has been presented and practiced in class.

PHASE III.

READ – WRITE, CREATE, MAINTAIN

- At first reading and writing are imitative of material mastered orally.
- Vocabulary is learned as an integral part of practice material.
- Students are gradually encouraged to create new utterances within the limits of structure and vocabulary under control.
- Audio-lingual skills are maintained by constant review and practice.

Practice in reading and writing is imitative at first. Materials used are those previously mastered through listening and speaking practice. Once audio-lingual practice has provided for control over sound and basic structures, direct reading and writing of new material begins; but there is continued reinforcement by maintaining drill on the listening-speaking skills.

Vocabulary is learned in context and not in isolated word lists. During the early stages of training the choice of items is limited and this choice should be based on the most common words used in the spoken language of everyday life. When basic sound patterns and structures are mastered, expansion of vocabulary can be almost unlimited.

After a number of related utterances and dialogs are mastered, students should be encouraged to recombine them into new utterances and situations--within the limits of vocabulary and structure under control. As the audio-lingual skills are developed, freer, yet controlled, conversation is practiced with the teacher and with other students. This is one area in which only the teacher can give creative guidance; electronic devices contribute nothing at this point, except the projection of visual images to stimulate thought.

Only through constant review and practice can audio-lingual skills be maintained. This calls for frequent recurrence of old material interwoven throughout the course. Evaluation is a vital part of the process and, once again, the language laboratory offers valuable facilities for practice and for testing.

STRUCTURE (GRAMMAR)

1. *What is the structural approach to grammar?*

To disassociate the word grammar from the concept of the traditional translation approach, proponents of the audio-lingual method have substituted the word structure. They prefer that a language be taught in terms of the function of words, the relative order of words in a sentence or utterance, and by analogy rather than by analysis. The theory implies that rules are second in the learning process; first and foremost is learning to use the language. Native speakers do not learn the rules before they learn to speak. The "grammar rules" used in later formal study of one's native language are simply restatements of what has already been heard and said by the learner.

The functional approach to the study of grammar may be characterized by the following points.

- A modern foreign language is learned as a tool for communication. It is to be spoken and understood as well as read and written.

- Structures are taught through using the foreign language until they become part of the students' habits of expression. They are not taught by describing them in English or in the foreign language.

- Structures are taught in a situational context. This principle requires the "grouping" of several structures together for practice.

- Structural items are selected principally on the basis of their importance in the spoken rather than in the written language. Conversational forms are especially stressed during audio-lingual training, with purely literary forms withheld until basic reading and writing skills are well established.

- The placement and inclusion of many structural items are also determined on the basis of their practical use with other items in the conversational sequences selected for each grade level.

- Progression in the learning of structure is not linear in the sense of learning all about one grammatical point and then learning all about the next one. Many structures are introduced only in part in each grade throughout the program.

- For clarity, an explanation or analysis of complex structures and abstract ideas may be necessary at intervals; but automatic response habits should minimize the need. The use of grammatical terminology should be limited and employed only when the need arises.

- Where structures are necessary for speaking competency, they should be presented audio-lingually as far as profitable. Structures not needed for audio-lingual competency may be presented through inference in reading or even traditionally, if necessary.

- There is provision in all grades for frequent recurrence of review items to insure continuance of automatic control.

- The development of extensive vocabulary is postponed until after the basic structures have been mastered.

2. *What are pattern drills?*

Pattern drills provide the vehicle for presenting and drilling the grammatical structures of the language. They are taught and practiced audio-lingually to prepare students to speak and understand without recourse to grammatical dissection and translation and to develop automatic responses. They illustrate the use of a structural item and provide practice in using all the forms of each item. Through pattern practice, language is learned by use; vocabulary is practiced in context; similarities are absorbed by repetitive practice; new forms are learned through analogy with familiar forms; and grammatical explanation and analysis are minimized.

Specifically, a pattern drill is one in which the pattern (model sentence) given students audio-lingually is repeated or is changed into a variation of the pattern by the students themselves. The pattern is held constant and vocabulary is changed. The form given pupils is a meaningful pattern of speech; if it is changed, the new form is also meaningful. Pattern drills may be written for practice after they have been mastered audio-lingually.

3. *What are basic principles for construction of pattern drills?*

- Pattern drills proceed step-by-step from simple or known elements to more complex or unknown elements of a specific structure.

- In pattern practice controlled variables of a specific structure are practiced to the point of mastery, and the number of these variables practiced at one time is carefully controlled.

- Most pattern drills are based on a situational context and do not consist of only questions and answers or conjugations of verbs in sentences.

- Drills should be based on as much text material as possible (vocabulary, model sentences, cultural content).

- A pattern drill should be contextually oriented.

- A drill should also be structurally oriented. It concentrates on one structure; or if several structures are involved, there should be a consistent pattern of change.

- Drills designed to present new structural points must show the function of the forms to be learned.

- Only one new structural point should be introduced in a drill. There should be a single change from the already known structure to the new structure.

- Students should be aware of the meaning of what is being said at all times. They must also know the type of change to be made and how to make it. (A grammatical statement or summary may be given briefly before or after the drill, depending on the degree of grammatical difficulty. For most structures, the statement is given after the initial drill, which is then resumed. A brief explanatory summary may be necessary before drills involving complex forms.)

- Generally, pattern drills are brief; but they should provide for enough practice to result in a grasp of the salient points of vocabulary and structural items drilled. The number of sentences (usually five to eight) given students may vary with the structure presented, the ability of students to respond, and the items needed to secure adequate coverage.

- Structural items involving new words should first be presented in repetition drills, and all items presented through repetition drills should also be practiced through other types of drills.

- Language laboratories, or simple tape recorders, provide an excellent means of presenting pattern drills. In taped lessons the recorded material presents the problem, followed by a space for response. Confirmation should come next in the form of the correct response. The presentation of challenge with built-in reward provides immediate reinforcement which is important in learning. Care should be taken, however, that the challenge is not beyond the students' reach.

4. *What are some recommended types of pattern drills?*

The types of drills suggested are illustrative of the many possible kinds of pattern practice. They are offered as a clue to what can be done. Each teacher will be able to select, adapt, or create effective exercises and drills to illustrate points of structure. The class situation will have a distinct bearing on the choice made by the teacher; for he will have to

consider the maturity and ability of his students, their interests, the time available for language study, and materials at his disposal.

Thorough structural analyses of the languages taught in our schools are now in progress. These studies will make available to teachers a fund of scientific data upon which to base new types of learning activities and for the refinement of those now in use.

Types of Pattern Drills*

Repetition Drills (for presentation or practice). Such drills are suitable for presenting and practicing new vocabulary, idioms, verbs, and points of structure.

a. Example: The verb tener, present tense.

This is a repetition practice on the present tense of tener, first, second, and third persons singular. Listen and repeat each sentence. We shall now begin.

Model	Student
Yo tengo un libro.	Yo tengo un libro.
Tú tienes un libro.	Tú tienes un libro.
Usted tiene un libro.	Usted tiene un libro.
El tiene un libro.	El tiene un libro.
Juan tiene un libro.	Juan tiene un libro.
Ella tiene un libro.	Ella tiene un libro.
María tiene un libro.	María tiene un libro.

End of exercise.

b. Example: Vocabulary

This is a vocabulary practice on family relationships. Listen and repeat the following sentences. We shall now begin.

Model	Student
1. El padre de mi padre es mi abuelo.	El padre de mi padre es mi abuelo.
2. La hermana de mi madre es mi tía.	La hermana de mi madre es mi tía.

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*Examples of pattern drills are in Spanish, but they can easily be adapted to any foreign language.

Many of the drills are based on ideas contained in FRENCH FOR SECONDARY SCHOOLS, Bureau of Secondary Curriculum Development, New York State Education Department, Albany, 1960.

It should be noted that some types of pattern drills may be used for both presentation and practice, while others should be given for practice only.

3. El hermano de mi padre es mi tío.	El hermano de mi padre es mi tío.
4. La madre de mi madre es mi abuela.	La madre de mi madre es mi abuela.
5. El hijo de mi tío es mi primo.	El hijo de mi tío es mi primo.
6. La hija de mi tía es mi prima.	La hija de mi tía es mi prima.
7. El hijo de mi madre es mi hermano	El hijo de mi madre es mi hermano
8. La hija de mi madre es mi hermana.	La hija de mi madre es mi hermana.

End of exercise.

Transformation Drills (for presentation or practice). The pattern sentence is changed from one form of structural item to another form (e.g., singular to plural, masculine to feminine, affirmative to negative, person to person, or tense to tense for verbs). In selecting items for transformation drills, those selected should involve changes deducible from previous experience or from an explanation at the time of the drill.

a. Example: Changing from singular to the plural.

This is a practice tape concerning change of number. You will hear a sentence in the singular form. Make the sentence plural.

For example, you will hear: <u>El muchacho es mexicano.</u>

During the pause that follows you should say: <u>Los muchachos son mexicanos</u>.

You will then hear the plural form given correctly. You are to say the plural form a second time in the pause that follows. We shall now begin.

1. La mesa es grande.
   (Pause)
   Las mesas son grandes.
   (Pause)

2. La señorita es norteamericana.
   (Pause)
   Las señoritas son norteamericanas.
   (Pause)

3. El libro es amarillo.
(Pause)
Los libros son amarillos.
(Pause)

4. El papel es blanco.
(Pause)
Los papeles son blancos.
(Pause)

5. La pluma es verde.
(Pause)
Las plumas son verdes.
(Pause)

6. El muchacho es inteligente.
(Pause)
Los muchachos son inteligentes.
(Pause)

7. El carro es azul.
(Pause)
Los carros son azules.
(Pause)

8. El padre es simpático.
(Pause)
Los padres son simpáticos.
(Pause)

End of exercise.

b. Example: Changing from the present to the preterite tense.

This is a practice tape on changing from the present tense to the preterite tense. You will first hear a short sentence in the present tense. In the pause that follows you are to say the same sentence changing the verb to the preterite tense. To help you remember to make this change, use the word ayer in your sentence.

For example, you will hear: Juego al tenis.

During the pause that follws you should say: Ayer, jugué al tenis.

You will hear the sentence using the preterite. Repeat it. We shall now begin.

1. Compro un libro.
(Pause)
Ayer, compré un libro.
(Pause)

2. Pablo vende la casa.
(Pause)
Ayer, vendió la casa.
(Pause)

3. El abre la ventana.
(Pause)
Ayer, él abrió la ventana.
(Pause)

4. Estudiamos la lección.
(Pause)
Ayer, estudiamos la lección.
(Pause)

5. Usted es mi amigo.
(Pause)
Ayer, usted fué mi amigo.
(Pause)

6. Salen a las dos.
(Pause)
Ayer, salieron a las dos.
(Pause)

7. Comemos en casa.
(Pause)
Ayer, comimos en casa.
(Pause)

8. Estudio mi lección.
(Pause)
Ayer, estudié mi lección.
(Pause)

End of exercise.

Substitution Drills (for presentation or practice). Sometimes called replacement drills, substitution drills are used to present structure points when an item of one grammatical category can be replaced by one in another category.

Example: Direct object pronouns.

This is a substitution drill on direct object pronouns. You will hear a sentence in Spanish in which a noun is used as the direct object. In the pause that follows, you are to repeat the sentence, changing the noun to a direct object pronoun. You will then hear the correct response. Repeat it.

For example:

Model - Usted conoce a México.
Student - Usted lo conoce.
Model - Usted lo conoce.
Student - Usted lo conoce.

We shall now begin.

1. Pongo los libros en la mesa.
(Pause)
Los pongo en la mesa.
(Pause)

2. Francisco abre la ventana.
(Pause)
Francisco la abre. (Stress liaison.)
(Pause)

3. Dejo el paraguas en casa.
(Pause)
Lo dejo en casa.
(Pause)

4. Roberto se comió toda la fruta.
(Pause)
Roberto se la comió toda.
(Pause)

5. ¿Por qué llamó Miguel a la rubia?
(Pause)
¿Por qué la llamó Miguel?
(Pause)

6. ¿Conocen ellos a Pablo?
(Pause)
¿Le conocen ellos?
(Pause)

7. ¿Quién trajo a esas señoras?
(Pause)
¿Quién las trajo?
(Pause)

8. María no compró los zapatos.
(Pause)
María no los compró.
(Pause)

End of exercise.

Integration Drills (for presentation or practice). Such drills combine two independent elements or clauses.

Example: Integrating using que and the subjunctive.

This is a practice tape on one of the uses of the present subjunctive. You will hear two short sentences in Spanish. Combine the two sentences into one.

For example, you will hear: José estudia su lección. Es necesario.

During the pause that follows you should say: Es necesario que José estudie su lección.

Then you will hear the correct sentence. Repeat it again. We shall now begin.

1. El muchacho habla español. Es necesario.
   (Pause)
   Es necesario que el muchacho hable español.
   (Pause)

2. Estudiamos nuestra lección. Es necesario.
   (Pause)
   Es necesario que estudiemos nuestra lección.
   (Pause)

3. María toca el piano. Es necesario.
   (Pause)
   Es necesario que María toque el piano.
   (Pause)

4. Carlos viene por mí. Es necesario.
   (Pause)
   Es necesario que Carlos venga por mí.
   (Pause)

5. Riego las flores todos los días. Es necesario.
   (Pause)
   Es necesario que riegue las flores todos los días.
   (Pause)

6. Juan habla más despacio. Es necesario.
   (Pause)
   Es necesario que Juan hable más despacio.
   (Pause)

7. Tú pones atención en clase. Es necesario.
   (Pause)
   Es necesario que pongas atención en clase.
   (Pause)

8. Angela come algo. Es necesario.
(Pause)
Es necesario que Angela coma algo.
(Pause)

End of exercise.

Patterned Response Drills (for practice). Response drills are suggested to reinforce structures or vocabulary. The student is expected to respond to a given sentence by another appropriate one. Although most such drills are of the question-and-answer type, other kinds can include command-and-reply, enumeration drills, number drills, games, etc.

a. Example: The choice question.

This is a question and answer practice. Listen to the question which you will hear and then answer it in the pause that follows. Then you will hear the correct answer. Repeat it.

Listen to this example.

Model - ¿Quiere Rosa un refresco o un helado?
Student - Rosa quiere un refresco.

Model - Rosa quiere un refresco.
Student - Rosa quiere un refresco.

We shall now begin.

1. ¿Quiere el libro o el lápiz?
(Pause)
Quiere el libro.
(Pause)

2. ¿Desea la pluma o la tinta?
(Pause)
Desea la tinta.
(Pause)

3. ¿Toma Enrique leche o café?
(Pause)
Enrique toma leche.
(Pause)

4. ¿Compró Mamá carne o pescado?
(Pause)
Mamá compró carne.
(Pause)

5. ¿Escribe María la lección o la carta?
(Pause)
María escribe la carta.
(Pause)

6. ¿Canta José o baila?
(Pause)
José canta.
(Pause)

7. ¿Van al teatro o a la iglesia?
(Pause)
Van al teatro.
(Pause)

8. ¿Tienen los muchachos frío o calor?
(Pause)
Los muchachos tienen calor.
(Pause)

End of exercise.

b. Example: The question whose answer, closely patterned on the structure of the question, requires the addition of content by the pupil.

This is a question-answer practice. Listen to the question carefully. In the pause that follows, answer it. You are to provide from memory the correct word or two needed for the answer. After you have heard the correct response, repeat it.

Listen to this model.

Model - ¿Qué quiere tomar Roberto?
Student - Roberto quiere tomar una Coca Cola.
Model - Roberto quiere tomar una Coca Cola.
Student - Roberto quiere tomar una Coca Cola.

Now let us begin.

1. ¿Qué compró José?
(Pause)
José compró un lápiz.
(Pause)

2. ¿A dónde fué José?
(Pause)
José fué a España.
(Pause)

3. ¿Dónde está la Mancha?
(Pause)
La Mancha está en España.
(Pause)

4. ¿Cuándo regresa ella?
(Pause)
Ella regresa mañana.
(Pause)

5. ¿Dónde está Anita?
(Pause)
Anita está en México.
(Pause)

6. ¿Quién vino?
(Pause)
Vino Pedro.
(Pause)

7. ¿Cómo viaja?
(Pause)
Viaja por avión.
(Pause)

8. ¿Cuánto vale el vestido?
(Pause)
El vestido vale sesenta pesos.
(Pause)

End of exercise.

Progressive Drills (for practice). Drills of this type involve the change of a different element of structure at every stage.

Example:

This is a progressive drill. You will hear a model sentence. Repeat it. Then you will hear a series of cue words. Say the sentence placing the cue word in the proper slot.

For example:

Model - Vamos a leer el libro.
Student - Vamos a leer el libro.
Model - (la lección)
Student - Vamos a leer la lección.

We shall now begin.

Model	Student
Quiero ver el libro.	Quiero ver el libro.
(cuaderno)	Quiero ver el cuaderno.
(su)	Quiero ver su cuaderno.
(buscar)	Quiero buscar su cuaderno.
(voy a)	Voy a buscar su cuaderno.
(Jorge)	Jorge va a buscar su cuaderno.
(nosotros)	Nosotros vamos a buscar su cuaderno.

End of Drill

Completion Drills (for practice).

Example: Antonyms.

This is a completion exercise. You will hear one complete sentence and a second sentence which is incomplete. You are to complete the second sentence with a word opposite in meaning to the word used in the first sentence. The correct response will then be given. Repeat it.

Listen to this example.

Model - María es bonita. Juana es_____.
Student - María es bonita. Juana es fea.
Model - María es bonita. Juana es fea.
Student - María es bonita. Juana es fea.

We shall now begin.

1. María es alta. Carolina es_____.
(Pause)
María es alta. Carolina es baja.
(Pause)

2. Juan tiene un carro nuevo. Pepe tiene un carro_____.
(Pause)
Juan tiene un carro nuevo. Pepe tiene un carro viejo.
(Pause)

3. Mi casa es grande. Su casa es_____.
(Pause)
Mi casa es grande. Su casa es chica.
(Pause)

4. La familia García es rica. La familia Pérez es_____.
(Pause)
La familia García es rica. La familia Pérez es pobre.
(Pause)

5. Los zapatos míos son blancos. Los zapatos de María son _____.
(Pause)
Los zapatos míos son blancos. Los zapatos de María son negros.
(Pause)

6. María es gorda. Paca es _____.
(Pause)
María es gorda. Paca es delgada.
(Pause)

7. Yo soy mayor. Mi hermano es _____.
(Pause)
Yo soy mayor. Mi hermano es menor.
(Pause)

8. Rubén es bueno. Pablo es _____.
(Pause)
Rubén es bueno. Pablo es malo.
(Pause)

End of exercise.

Variation Drills (for practice). A basic pattern sentence is given in the foreign language. A change is made within the same structural frame. The change is given in English to be rendered in the foreign language by the student.

Example:

This is a variation drill. You will hear a sentence in Spanish. Repeat it. Then you will hear sentences in English. Give the Spanish for them. Listen to the correct responses and repeat again.

Here is an example.

Model - Deme la tiza, por favor.
Student - Deme la tiza, por favor.

Model - Give me the book, please.
Student - Deme el libro, por favor.
Model - Deme el libro, por favor.
Student - Deme el libro, por favor.

Now let us begin.
Tráigame la pluma, por favor.
(Pause)

1. Bring me the book, please.
(Pause)
Tráigame el libro, por favor.
(Pause)

2. Bring me the notebook, please.
(Pause)
Tráigame el libro, por favor
(Pause)

3. Bring me the ink, please.
(Pause)
Tráigame la tinta, por favor.
(Pause)

4. Bring me the pencil, please.
(Pause)
Tráigame el lápiz, por favor.
(Pause)

Dígame la verdad, por favor.
(Pause)

1. Tell me the time, please.
(Pause)
Dígame la hora, por favor.
(Pause)

2. Tell me the story, please.
(Pause)
Dígame el cuento, por favor.
(Pause)

3. Tell me the joke, please.
(Pause)
Dígame el chiste, por favor.
(Pause)

4. Tell me the date, please.
(Pause)
Dígame la fecha, por favor.
(Pause)

CULTURE

1. *How do we attain cultural objectives in an audio–lingual program?*

Language itself is an important element or manifestation of the culture of a people. The linguistic aspects of culture are taught as a part of language learning, while the non-linguistic aspects may be used as a vehicle for learning.

Proficiency in the language skills should be developed within the context of the history, geography, economy, government, and arts of the country, and the way of life of its inhabitants. Not only concrete evidences of the civilization are taught, but also the basic beliefs and values of the foreign people. An understanding of the "why" of the foreign way of life and insights into the psychology of another people should be an ultimate outcome of all foreign language study.

Cultural content should be based on a progression from the immediate to the more remote and from the concrete to the abstract, with emphasis on the contemporary scene and attention given to the influence of the people studied on American heritage. As students progress, topics are selected which correlate with their reading, audio-lingual experiences, the study of other subjects, or current interests. At all stages of study, care should be taken to avoid too much emphasis on the picturesque.

Each foreign language classroom should be a "cultural island." The culture of the language and people studied should pervade the atmosphere. Very helpful in creating such a classroom atmosphere are well chosen realia (imported objects) and carefully selected authentic recordings, films, filmstrips, and slides, all properly integrated with the language curriculum.

The teaching of culture is most effective when approached as an integrated part of the course, to be treated as opportunities arise. Advantage should be taken of cultural allusions in reading material, topics in audio-lingual experiences, current events, items reported in the press or on radio and television, holiday celebrations, and individual pupil experiences. The assimilation of culture is also increased by correlating study topics with those of other curriculum areas.

Although many cultural references do arise incidentally as just described, the mere mention of related facts in passing is ineffective. Topics must be carefully planned and developed.

As far as possible, culture should be presented in the foreign language as a regular part of the instructional program. If knowledge of the foreign language is insufficient to develop understanding in depth and clarity, English is used. Care should be taken, however, to avoid the excessive use of classtime for projects in English.

In the teaching of area information, the coordination of visual, listening, and speaking activities is ideal. Language suited to the ability of students and accompanied by pictures is a good way to present information. The use of such audio-lingual material, however, does not replace the value of students' seeking out their own information and presenting it to the class. In summary, the ideal or preferred cultural program is a combination of culture learned through listening-speaking experiences, area information through audio-visual aids, and individual or group activities on selected topics.

2. *What types of activities and experiences lead to cultural understanding?*

The growth of cultural understanding requires direct participation by students in a number of activities spread throughout the sequence of study. Experiences selected should gradually increase in difficulty or complexity and should involve greater use of the foreign language as study progresses.

Activities suggested first are suitable for individual, group, class, departmental, or school projects. The second list recommended includes activities best suited for group projects. Neither list is exhaustive and can easily be expanded and adjusted to local needs.

Individual or Group Projects

- Making maps (outline or illustrated)
- Celebrating holidays (making greeting cards, singing songs, dramatizing, participating in school programs)
- Learning folk and popular dances
- Expanding language study itself (gathering foreign words used in English, obtaining brochures and posters from representatives of countries studied, learning foreign cuisine, dramatizing, reading, listening to resource persons)
- Studying music (listening to vocal and instrumental selections, singing folk or popular songs, learning to identify or to play foreign compositions, participating in musical programs)
- Studying art (gathering prints of paintings, statues, buildings, and showing them with brief descriptions in the foreign language; visiting local exhibits and reporting on works seen; learning to identify famous works of art)
- Learning about the present-day life of the youth in a foreign country (corresponding with pen or tape pals)
- Studying the influence of the foreign country in the United States (making maps showing names of foreign derivation, extent of early possessions by the foreign country, and areas where the language is spoken today; individual projects on certain phases of history)

In addition to these activities, there are general projects particularly suitable for use with class or departmental groups.

Group Projects

- Organizing games such as "Information Please" and "This is Your Life" for review

- Using foreign newspapers and magazines for a reading project
- Keeping a class diary or publishing a class newspaper
- Collecting realia to be displayed in class and also for the entire student body
- Organizing socials based on those important to the foreign culture
- Making a foreign language filmstrip or motion picture, with a sound track on tape
- Organizing a foreign language day or foreign language week
- Taking trips to areas of interest to the culture studied
- Attending foreign language movies and scheduling regular listening or viewing of foreign radio and television programs
- Visiting restaurants specializing in foreign foods
- Inviting foreign visitors, native speakers, and other qualified persons to speak

3. ***What are some suggestions for correlating foreign language study topics with those from other areas of the curriculum?***

As students mature and as foreign language study progresses, there should be increasing correlation with other areas of the curriculum. Topics of interest from other subject matter fields provide excellent motivation and a deeper assimilation of culture.

Foreign language study may be correlated

With English by the study of

- Foreign expressions used in English
- Common Latin origins of English and foreign words
- English expressions used in the foreign language
- Foreign literary works read in translation
- English works with foreign backgrounds
- Foreign plays or films and their performers.

With social studies by the study of

- The influence of the foreign country on our contemporary life (foreign discoveries and exploration in Texas, foreign origins of localities in Texas, objects of foreign cultural contributions in Texas)
- The influence of the foreign country on our American heritage and history and important contributions of the foreign country to America
- The geography, economy, and history of the foreign community, with emphasis on outstanding personalities and events and their effect on world history
- The interrelation of the foreign and American governments and economics and their place in world power.

With music by the study of

- Outstanding composers and their works
- Foreign vocal music
- Famous performers
- Foreign-made musical instruments and organizations.

With art by the study of

- Outstanding artists and their works
- Specific areas such as schools of painting and types of architecture.

With science and mathematics by the study of

- Thoeretical contributions and important inventions or discoveries made by other peoples
- Outstanding foreign scientists and mathematicians
- Origin of words used in the study of science and mathematics.

With physical education by the study of

- Folk and popular dances
- Games and athletic events important to the foreign culture.

With home economics by the study of

- Dietary habits of the foreign community
- Foreign cuisine and evidence and influence of it on the American scene.

HOMEWORK

1. *Does homework continue to play an active role in foreign language learning?*

Just as with the traditional method, home assignments are important in the audio-lingual approach. Emphases and types of activities have changed somewhat, but home study continues to be vital in any type of learning which involves the acquisition of skills. Classtime is not and cannot be adequate for the amount of practice needed to learn a foreign language for communication.

2. *What are some general principles to be remembered when making home assignments?*

In general, home assignments are made for the practice of familiar material or for the introduction of new material, depending on the grade level and the skill being developed. When assigning homework, careful consideration should be given to the particular skill being developed and to the types of activities which lead to proficiency in each skill.

The following are several rules for making assignments.

- Assignments should be clear, definite, and within the ability of students to accomplish within a reasonable time.
- They should provide for a variety of activities over a period of time.
- Assignments should be given regularly, with exceptions only for special situations or events.
- They should be flexible to provide for individual differences.
- Assigned homework should always be checked.
- Oral homework should be assigned only after speech patterns and vocabulary have been thoroughly practiced and learned in class.

3. *How can provision be made for oral homework?*

When feasible, students should be allowed to borrow, buy, or copy discs or tapes on which the material already learned in class has been recorded. Some new textbooks are accompanied by inexpensive discs or tapes for home study.

Where it is possible to schedule students to do homework in the language laboratory (either before or after regular school hours), the study of recorded materials already assimilated in class should be regularly assigned. It is important to remember, however, that all laboratory work should be carefully supervised, especially in the initial stages of learning. As students progress, they may be assigned under less rigorous supervision to the laboratory to practice dialogs and other oral assignments and to listen to recordings of native speakers for comprehension practice.

4. *What are some guidelines for making reading and writing assignments?*

When considering reading assignments, the following points should be kept in mind.

- Adequate classroom and school library sources should be acquired and made easily available.
- From the very first, reading in English may be assigned for homework. A list of appropriate titles should be supplied students. Such books should be carefully chosen in order to increase pupil interest, as well as to further knowledge of the country and people studied.
- Reading in the foreign language begins as soon as pupils are ready for it.
- In the beginning, reading is limited to material already mastered orally in class. Later, new materials may be assigned.
- Emphasis should be placed on understanding through inference, since extensive reading rather than intensive reading forms the greater part of outside assignments.
- Reading may be guided by leading questions, topic sentences, and completion exercises.
- As mastery develops, students read more for pleasure and for critical analysis--both of which are reviewed through class discussion.
- All assignments should be checked.

Writing assignments are a very necessary part of the program, and the following are suggestions for making them.

- Written assignments are delayed for the beginning foreign language student until at least the first conversational sequence has been thoroughly mastered orally.

- First writing experiences are limited to copying what has already been learned.

- Written pattern drills and exercises are later assigned to reinforce learnings in structure patterns and vocabulary.

- Imitations of model sentences and paragraphs can be assigned as early as the first year.

- Controlled composition progresses to free composition only in the latter part of the sequence. Outlines, topic sentences, and key questions furnish the needed controls until students are able to write freely on many topics.

VOCABULARY

1. *How is vocabulary taught?*

In all phases of foreign language study, vocabulary should be learned through use in meaningful context and not through lists of words paired with their English equivalents. It is important that it be grouped into active and passive items and learned accordingly.

Active vocabulary comprises words and expressions students are expected to recall instantly for speaking and writing. Only the most practical segments of the spoken language are selected for active mastery. This vocabulary is incorporated into the audio-lingual experiences or is derived from reading and is mastered through abundant practice in comprehension and speaking exercises. When active vocabulary is encountered in reading, students should be informed of words and expressions they are to master.

Active vocabulary should be practiced in all four skills. It is best learned in the four-step sequence; but as students progress, it may be impossible to follow this procedure at all times. As far as feasible, however, pronunciation of new words and phrases should be presented orally; and the teacher must make certain that students understand meanings.

Passive vocabulary includes items students are expected to understand aurally or in reading. Passive vocabulary for aural comprehension should always be heard and it may be seen. Seeing material destined for

aural comprehension aids retention; but students must have practice in aural comprehension alone, either before or after the vocabulary is experienced visually.

Passive vocabulary for reading comprehension is extensive, outstrips vocabulary for aural comprehension, and may be learned for recognition only. It may be heard and seen alone. In the early stages, most reading requires an oral presentation. Later, it becomes extensive, requiring less and less oral presentation.

In summary, knowledge of vocabulary should be developed so that students will have more words in their reading vocabulary than in their listening vocabulary, in their listening vocabulary than in their speaking vocabulary, and in their speaking vocabulary than in their writing vocabulary.

The keeping of vocabulary notebooks has proven to be a very effective teaching/learning device.

2. *How is vocabulary built?*

Vocabulary is absorbed through adequate practice in meaningful utterances. Memorizing dialogs, short paragraphs, poems, proverbs, songs, and the like, all aid in assimilation. On a beginning level, vocabulary can be learned and taught through demonstrations (gestures, pictures) without the use of English. Direct association between the foreign word and its concept is the goal. As vocabulary expands, it may be necessary to use English equivalents to explain abstract ideas and complex expressions. It is essential to continue contextual learning, however; for abundant practice in meaningful contexts helps associate foreign words with their concepts.

Of great importance in circumventing English is the use of inference. The development of the skill to derive meanings should be an aim from the very beginning of language study. Contextual inference may be employed when a new word is found in a familiar context or by deriving meaning through the place of a word in a group; by elimination; or by synonyms, antonyms, and paraphrasing. Inference through cognates should be pointed out as they occur. Skill in associations through word families and knowledge of word formation (prefixes and suffixes) also help students grasp meanings.

MATERIALS

1. *How important are suitable materials to the new approach?*

The key to the hearing-speaking approach is in methods and materials rather than in equipment. Electronic devices implement instruction

which the teacher presents in a particular form and manner. Not only are special techniques necessary to teach the four skills, but textual materials (in written and recorded form) must also be designed to carry out the objectives.

Much study and evaluation is needed in selecting acceptable materials. During this transitional period, adequate and complete materials for integrated class and laboratory use are not available at all levels. For this reason, it is recommended that selection begin with materials for the first level and that effort be gradually devoted to the following levels. Complete materials for the beginning level are now appearing and more will be forthcoming for the beginning and more advanced courses.

Teachers should not be expected to prepare their own basic materials, just as they are not expected to write textbooks. Only a very few are able to create new materials in quantity; this is a job for experts who are provided with adequate time and resources to accomplish the task. Some teachers have adapted existing texts, but with varying degrees of success.

Valuable sources of information on materials are the MLA Selective List of Materials published by the Modern Language Association; the Purchase Guide for Programs in Science, Mathematics, and Modern Foreign Languages and its Supplement; and the revised Source Materials for Secondary Teachers of Foreign Languages, U. S. Office of Education Circular No. 681 (OE-27001 A).

2. *What are some criteria to be used in selecting materials?*

In choosing texts and accompanying laboratory materials, several questions may help in evaluation. Affirmative answers to these questions should indicate suitable materials.*

- Are the conversations based upon real social situations rather than created to illustrate the grammar of a particular lesson?
- Is the language really used by natives in these situations?
- Are forms of address used that are appropriate for the situation, rather than the formal style for all occasions?
- Is the dialog effectively presented on tape, by building in short thought-phrases, rather than word-by-word in "complete sentences"?
- Is the grammar taken from the structures of the conversation?

*These evaluative criteria are those expressed by Don R. Iodice in GUIDELINES TO LANGUAGE TEACHING IN CLASSROOM AND LABORATORY. Washington, D.C., Electronic Teaching Laboratories, 1961, pp. 20–21.

- Are the examples in the pattern drill truly analogous?
- Are the recorded lessons limited to between ten and fifteen minutes, in order to allow several repetitions within a forty-minute period?
- On tape, is the correct answer given after every pause for student response?
- Has translation been eliminated from the exercises, particularly on tape?
- Is the language presented at normal speed on tape, without distortion of the true melody pattern and rhythm?
- Is every answer in the pattern drills something that a native would say?
- Are unusual and infrequent constructions eliminated from the introductory course without destroying the authenticity of the language presented?
- In introductory texts, is culture presented in terms of what contemporary natives do in their daily life, rather than by historical and literary surveys?

The MLA Selective List of Materials* contains very detailed evaluative criteria for guidance in selecting all types of material. This comprehensive publication is the revised edition of the earlier Materials List for Use by Teachers of Modern Foreign Language.

3. *What procedures are suggested for use until text materials effectively implementing the hearing-speaking approach are available?*

Where teachers have traditional textbooks as basic material, certain adaptations of these materials can be made to the audio-lingual method. Such adaptations are difficult and time-consuming, however. It is hoped that such measures will be necessary only during the transition period.

As an aid to teachers, the following suggestions are offered for adapting traditional text materials during the prereading phase and for presentation of material after the transition has been made to the textbook. **

**Modern Language Association of America. MLA SELECTIVE LIST OF MATERIALS FOR USE BY TEACHERS OF MODERN FOREIGN LANGUAGES IN ELEMENTARY AND SECONDARY SCHOOLS, Mary J. Ollmann, ed. New York: the Association, 1962.*

***An excellent detailed description of adapting existing materials to the newer concepts can be found in the bulletin by Patricia O'Connor, MODERN FOREIGN LANGUAGES IN HIGH SCHOOL: PRE-READING INSTRUCTION. U.S. Department of Health, Education, and Welfare, Office of Education Bulletin 1960, No. 9; OE-27000. Washington: U.S. Government Printing Office, 1960.*

When adapting traditional materials for use during the prereading phase, certain steps should be taken:

- Determine the scope of the completely audio-lingual phase in terms of content to be covered and time allotted.
- Examine the textbook carefully and prepare an inventory list of the basic content.
- Select or compare basic pattern sentences or meaningful utterances and incorporate them into brief dialogs for memorization and drill practice.
- Add supplementary material.
- Divide the total material into units for class presentation.
- Plan the systematic review of each basic pattern.
- Determine the devices to be used in the presentation of each unit.
- Incorporate audio-visual aids where practical.
- Write a detailed script or outline for each class period.

After transition is made from the prereading phase to the textbook phase, several important factors are to be considered:

- When presenting material there should be a more limited amount of text content than during the prereading phase. Care should be taken to select content which will fix the most essential speech patterns.
- Some content may be required for aural comprehension or for reading recognition only. (The textbook provides an excellent source for practice in reading.)
- Audio-lingual presentation of content tends to decrease in favor of reading or aural presentation.
- Content items should be selected on the basis of their need for audio-lingual competency and their suitablilty of presentation through dialogs and pattern drills.
- Basically, there are two ways of presenting text materials:

  First, structures and vocabulary may be incorporated into a brief dialog for group memorization. After the dialog is mastered, pattern drills and other types of exercises follow.

Second, the procedure may be to present the structural items through pattern drills first. Then after the drills and other exercises have been thoroughly practiced, dialogs in conversational sequences are developed from them with supplementary material added.

VISUALS

1. *What function do visuals serve in the audio-lingual approach?*

The most important contribution of visual materials to foreign language instruction, in addition to providing interest, is presentation of meaning. Many foreign language teachers utilize visuals to provide understanding of words, concepts, and culture; to give continuity to a topic studied; and to minimize the use of English in the classroom.

Recently, there has been growing interest in the use of transparencies, filmstrips, slides, and even motion pictures as standard language teaching procedures. Some new textbooks have accompanying visuals and several companies are producing films and/or filmstrips which are a basic part of the teaching material.

The production of new visual aids, integrated with dialog and other text materials, will be welcomed by foreign language teachers. In the past, some criticism of such aids has resulted from a shortage of carefully graded materials and from the fact that most accompanying sound tracks have been in the form of narration rather than dialog. Acutely lacking have been films and filmstrips with appropriate language for each level of instruction.

2. *Is television the answer to the teacher shortage, especially at the elementary level?*

Television should not be considered the answer to the shortage of foreign language teachers. A single inspired teacher on a city-wide or area-wide network cannot do the work of a hundred, or fifty, or even one able classroom teacher. Such a skillful television teacher can, however, do an important part of the work of several hundred teachers.

Where television teaching of foreign languages is done by expert teachers, backed by sound advice from linguists and producers and by a sound program in the schools, television can be a major part of the solution of

this problem, but then only if there is careful collaboration of efforts by all the people who use it. *

TESTING

1. *What is the role of testing in the audio-lingual approach?*

As in other subjects, foreign language students must be tested or much effectiveness of instruction is lost. There should be daily appraisal of performance in class (and language laboratory, if one is available), with provision also for weekly or monthly testing.

The audio-lingual approach requires testing in all areas--listening comprehension, reading comprehension, speaking ability, and writing ability. Since listening and speaking are two of the required skills, students must be tested and rewarded for successful performance in these. Skills not taught must not be tested. For example, if a student has not been taught to read, he cannot be expected to be able to choose between written multiple-choice answers.

Students are quick to realize areas of study considered most important in terms of grades and report cards. Although we may not like to acknowledge the pressure of grades as a motivator, grades do affect study.

The development of new standardized tests in five languages are under way, and these will help evaluate over-all language performance. Professor Nelson Brooks is directing the project under a U. S. Office of Education grant to the Modern Language Association. When completed, the tests (in all four skills) will be sold by the Educational Testing Service.

Such achievement tests, however, are not intended to replace a regularly scheduled testing program. Teachers will also be required to prepare their own tests to use throughout the school year.

2. *What are some basic principles of test construction?*

When preparing tests, teachers should keep the following general considerations in mind:

- Instructions should be clear and brief (and in English if there is any doubt as to clarity of understanding.)

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*These conclusions reflect the findings of J. Richard Reid in "An Exploratory Survey of Foreign Language Teaching by Television in the United States," one of the twenty-eight studies undertaken by the Modern Language Association of America in 1959-61 under contract with the U.S. Office of Education through the National Defense Education Act. Twenty-one of the twenty-eight have been published by the MLA in its REPORT OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, the most complete report on foreign language activities produced in our time.

- Examples should be given with each type of test item presented, and students should have experience with question types before being tested.

- The work sample of performance should be in the foreign language as often as possible.

- Items selected should be fair and representative.

- The relative weights of questions should correspond to the relative importance or emphasis of the skill or knowledge being measured.

- All four skills should be tested.

- Test items should be based on and reflect normal language behavior as taught in class.

- Idioms, vocabulary, and structures should be tested in context and in active and passive uses.

- Cultural items should be tested in situational or linguistic context.

- Translation into English and into the foreign language is not recommended as a testing device in the initial years. If used before the advanced grades, only equivalencies should be required.

- Tests should give students an opportunity to show what they know and should reveal what they should know and what is expected of them.

- The assignment for study before the test should be as specific as possible, and students should receive corrections as soon as possible.

3. *What are some suggestions for testing listening comprehension? speaking ability? reading? writing? knowledge of culture?*

Articles in journals and books offer detailed suggestions to teachers for testing the skills and knowledges. The following statements and types of tests are a sampling of ideas found in the current professional literature.

LISTENING COMPREHENSION

Listening comprehension tests evaluate ability to discriminate between similar sounding utterances in the foreign language; to choose appropriate responses to social situations; and to understand situations such as

narrations, conversations, and telephone calls. The aim is to understand a native or near-native speaking at normal speed. This skill may be tested individually or in conjunction with other skills.

(Today both the College Board Achievement Tests and the Advanced Placement Tests contain sections on listening comprehension. This reflects national recognition of the audio-lingual approach and makes it imperative that college bound students, as well as terminal students, be prepared and tested in listening and speaking, and not just in reading and writing.)

Types of Listening Comprehension Tests

1. True-False tests. The teacher (or model voice) reads a number statements (each twice) in the foreign language. Students write true or false to indicate answers.

2. Action-response tests. Such devices are best suited for beginning pupils; but by using expanded and more complex commands, they may be employed throughout the sequence.

3. Multiple-choice questions. Many of these tests involve some ability to read.

- Sound discrimination. The test item contains a set of four statements with slightly different sounds and meanings. The model voice repeats one of the four twice, and the student checks the sentence read.

- Recognition of the correct answer to a question presented orally. The model voice asks a question (twice), and students check the statement (of a choice of four) that answers the question correctly.

- Recognition of the correct completion of an incomplete statement presented orally. An incomplete sentence is read (twice), and students choose the word or phrase which best completes the sentence from among those (four) on his test sheet.

- Multiple-choice answers based on a conversation or passage. A conversation or passage is read twice. Questions are asked on the material (each one twice), and students select the proper answer for each question from four or five choices. The passage and questions are then reread for students' checking.

In some instances, it may be desirable to have the multiple-choice questions and answers read by the model voice and aurally selected by pupils. They may be required to write only the letter that corresponds to the correct answer. If such is the case, the passage read should be based on language context audio-lingually experienced by the students.

4. Comprehension and writing. Several types of tests reveal whether students can write what they understand aurally.

- Dictation given in the foreign language.
- Questions based on a passage. A passage is read after which questions are asked orally with answers written--all in the foreign language. (The passage and questions are read twice as given and reread at the end for checking.)
- Restatement of a passage. A passage based on material mastered orally and visually is read twice. Students restate the passage in their own words or in another person or tense.
- Answers to dialog questions. Students write answers to questions based on dialogs mastered audio-lingually and visually.
- Answers to multiple-choice questions. A passage is read twice, incomplete statements with several possible answers are read orally, and students write the proper answers.

SPEAKING

The extent of oral testing depends on the type of electronic equipment provided. Where recording devices are not available for individual student use, testing of the speaking skill is not only time-consuming, but also very subjective and limited.

Speaking tests, all of which should be short, are so new that format and types of questions are still not well defined. General procedures are being evolved, however, and four areas of evaluation have been identified: pronunciation, rhythm, intonation; control of structure; fluency; and extent and appropriateness of vocabulary.

It is generally agreed that speaking tests should contain general instructions, specific instructions for each section, examples, carefully prepared questions, and carefully timed pauses for answers.

One major problem in oral testing is grading. In order to minimize the subjective element in grading speaking tests, it is best to decide ahead which element of each test item is to be graded (pronunciation, fluency, structure, or vocabulary). Even within each of these, only one or two elements of each response can be graded. Most teachers find the use of a number system (one through five) or a three-point scale (good, acceptable, unacceptable) suitable for grading speaking ability.

Also to be recommended is the keeping of cumulative charts for each student. These charts measure progress and achievement in the principal features of the speaking skill.

Types of Speaking Tests

1. Imitation (mimic or echo) tests. The student is instructed to repeat whatever the model voice says. It is particularly suitable to the beginning student; but with increased length and complexity, it is of value throughout the sequence. (Teachers should prepare a check list of the specific characteristics of speech to be measured, and the number of items to be rated in a single test should be limited.)

2. Oral reading. Reading aloud is one form of testing speech production. Only in advanced classes should students be asked to read orally material not previously presented and mastered in class. Even then, they should be allowed to practice silently before being tested orally if unfamiliar material is used. Periodic recording of oral reading is recommended.

3. Answering questions or making rejoinders. Such test items measure ability to understand, to respond automatically, and the mastery of structural patterns.

4. Pattern drills. Suitable test material can be made from drills practiced in class.

5. Directed dialog. This procedure forces students to initiate a dialog or conversation.

6. Oral responses to pictures. Students are required to respond orally to nonverbal stimuli.

7. Oral composition. At advanced levels, students may be asked to deliver short speeches. If such is the case, they should be permitted a choice of topic, allowed some time for preparation, and perhaps even be given an outline.

READING

Where students are required to answer questions based on their reading in the foreign language, certain general procedures should be followed.

1. If the passage is not before them, questions asked should

   - Represent content reasonably recalled.
   - Require that students use vocabulary emphasized in class.

- Require answers that result in a work sample of students' comprehension.

2. If students are supplied with the reading passage, this passage should

   - Contain both vocabulary already studied and vocabulary to be inferred from context.

   - Be a rearrangement of language content into a new context.

3. Care should be taken so that questions require genuine understanding and not mere copying of parts of the reading passage to form answers.

Types of Reading Tests

1. Answering questions on content in complete sentences.

2. Summarizing.

3. Matching of items.

4. Completion questions.

5. Multiple-choice questions.

6. True-false questions (on beginning levels).

7. English equivalencies (instead of translation).

WRITING

Writing may be tested by using many of the activities recommended for teaching and practicing the skill.

Types of Writing Tests

1. Dictation. As study advances, dictation progresses from one or two sentences to longer and more complex passages. Dictation should always be corrected as soon as possible after it is given.

2. Pattern drills, questions and answers, directed dialog. These forms of guided writing test manipulation of structure and knowledge of vocabulary.

3. Controlled composition. Controls are more limited as the sequence advances and may be omitted at very advance levels.

4. Equivalencies. Writing meanings in English or in the foreign language may be utilized. Equivalencies are used in directed dialog and take the place of translation.

CULTURE

Culture should be tested in linguistic or situational context and learnings should reveal an understanding of related facts. Knowledge may be tested by using many of the question types suggested for testing the four skills. Audio-visuals may be effectively utilized for identification of musical selections, works of art, building, or historical sites.

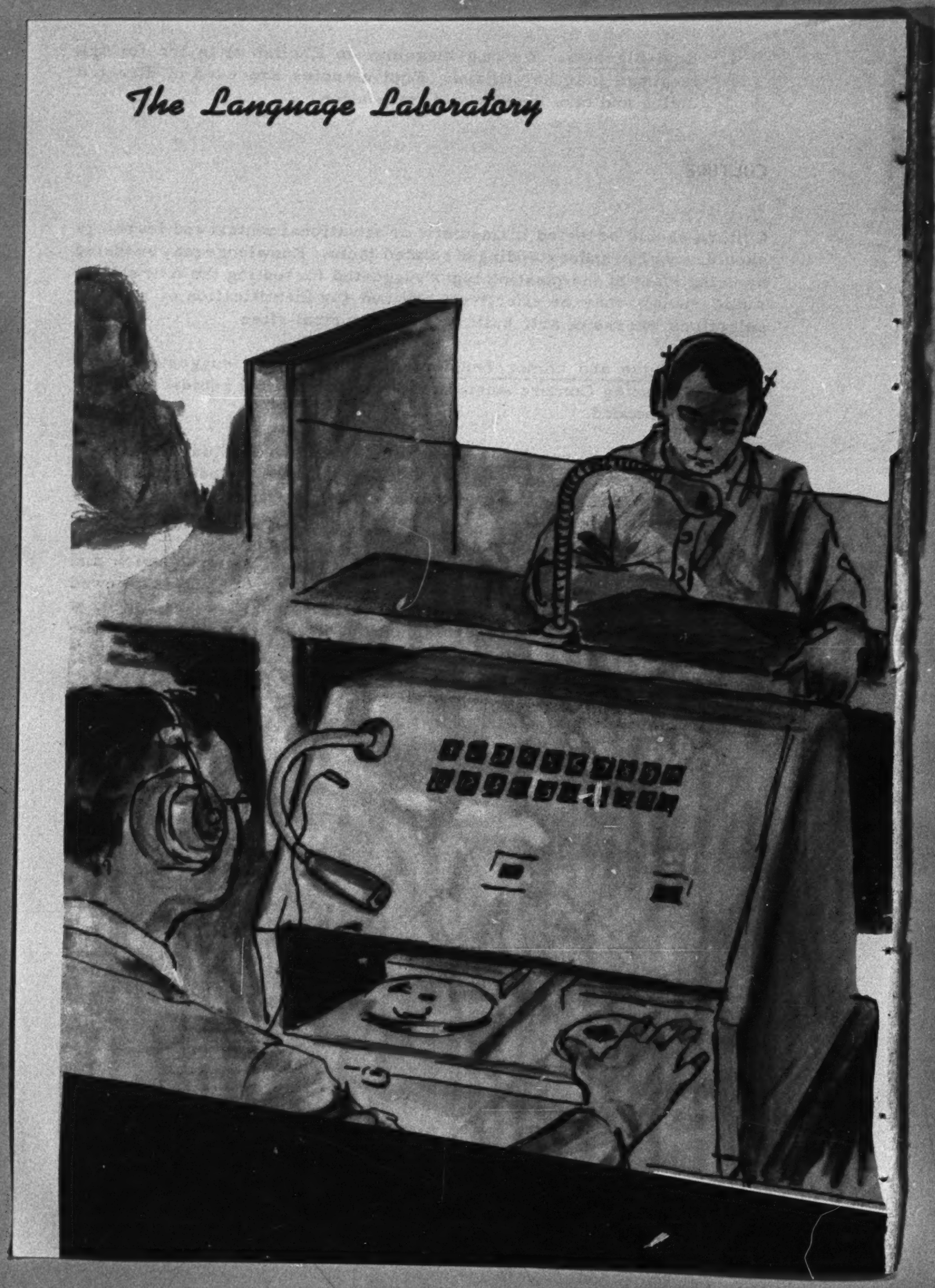
1. Culture and comprehension. Question types suggested under Listening Comprehension and based on cultural context are recommended.

2. Culture and speaking. Depending on the level of study, such tests vary from single questions whose answers are closely patterned on the structures and vocabulary of the questions to oral reports in advanced levels.

3. Culture and reading. To test both reading comprehension and knowledge of culture, a statement might be made and is followed in logical order. When multiple-choice questions are asked, it is wise to present several questions in the same or related subjects to show grasp of an area of study.

4. Culture and writing. In advanced courses, controlled and free composition are used to test knowledge of culture.

The Language Laboratory



The Language Laboratory*

PLANNING FOR LANGUAGE LABORATORY FACILITIES

1. *What is a language laboratory?*

The term "language laboratory" has come to denote the various combinations or systems of electromechanical equipment used in the teaching and learning of foreign languages. In most cases, the language laboratory is simply a practice room equipped with recording-playback devices bringing the spoken foreign language to students. Installations range from a simple tape recorder or record player to a complete laboratory equipped with a teacher console (control center) and individual student booths with recording facilities at each student station.

Much confusion has been due to terminology; the terms "audio-lingual" and "language laboratory" are not synonymous. "Audio-lingual" refers to a method or approach to teaching, while "language laboratory" refers to the electronic devices which aid foreign language instruction.

2. *What is the role of the language laboratory in foreign language instruction?*

Misunderstandings about the proper role of equipment have become apparent. Widespread publicity about language laboratories has created the impression that they are a panacea that solves all teaching problems.

A language laboratory does not teach a language. It drills the dialogs, exercises, and skills taught in class. It is an extension of the classroom--an excellent drill master. Language and its creative use are still taught in class by the teacher.

His standards, methods, and techniques continue to determine the quality and quantity of language learned. A well qualified teacher with adequate materials can achieve good results without equipment, but he can use his energies to better advantage if the machine takes over the repetitive drill.

All of this implies, as it should, that language laboratory work should be fully integrated with classroom work--both in terms of materials used and skills to be developed.

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*Information on the language laboratory presented in this bulletin is based primarily on material by Joseph C. Hutchinson in MODERN FOREIGN LANGUAGES IN THE HIGH SCHOOL: THE LANGUAGE LABORATORY and by Don R. Iodice in GUIDELINES TO LANGUAGE TEACHING IN CLASSROOM AND LABORATORY.

3. *What are specific functions of the language laboratory?*

Language laboratory equipment has potential dangers due to misuse. At the same time it offers exciting possibilities for enhancing instruction, making it more interesting and productive. It is at its greatest as an integral part of a program in which audio-lingual instruction forms the basis for teaching and learning and at its weakest as an adjunct to the traditional grammar-translation approach or without the humanizing influence of the teacher over the machine.

The complete language laboratory does increase the efficiency and quality of the teaching-learning process because it:

- Provides for active simultaneous participation of all students in a class in listening-speaking practice.
- Provides a variety of authentic native voices as consistent and untiring models for student practice.
- Provides for individual differences through guided practice in small group or individual study situations with facilities for student self-instruction and self-evaluation at his own learning rate.
- Frees the teacher from the tedious task of presenting repetitive drill, thus allowing him to perform more creative roles.
- Affords the teacher an opportunity and convenient facilities for evaluating and correcting the performance of individual students without interrupting the work of others.
- Provides intimate contact with the language, equal hearing conditions for all students, and facilities for simultaneous grouping of different activities through the use of headphones.
- Provides a reassuring sense of privacy, reduces distractions, and encourages concentration through the use of headphones and partitions.
- Provides facilities for group testing of the listening and speaking skills.
- Provides for special coordination of audio-visual materials in sequential learning series or in isolated presentations.
- Provides aid to teachers in improving their own audio-lingual proficiency.*

**Joseph C. Hutchinson, MODERN FOREIGN LANGUAGES IN THE HIGH SCHOOL: THE LANGUAGE LABORATORY. U.S. Department of Health, Education, and Welfare. Office of Education Bulletin 1961, No. 9; OE-27013. Washington: U.S. Government Printing Office, 1961, pp. 8-9.*

4. *What are the various types of language laboratories and what can be accomplished with each type?*

Since language laboratory facilities range in complexity and versatility from a single tape recorder or record player to elaborate installations, they are usually classified according to the equipment found in them. It is well to remember that all installations do not drill all skills; all four language skills (understanding, speaking, reading, writing) can be practiced only if functions are provided which permit such practice. For example, one should not expect an audio-passive laboratory to develop skill in speaking.

The term "audio-passive" means that students are not provided with activated headphones. "Audio-active" installations do have activated ear-phones and microphones which offer the advantage of enabling students to hear their own voices as they respond.

When selecting student recorders, the following considerations should be kept in mind. With a single track recorder, the student records the master tape at his position and then replays the master, recording his own responses. If individual masters are available, he can work at his own speed; but care must be taken not to erase or "record over" the master. With a dual track recorder, the student records the master tape at his own position and with some machines, may also record his responses at the same time. He may play his tape over and over, re-recording his responses without fear of erasing the master track. These machines are ideal for individualized study.

A chart outlining the major categories of installations appears on pages 66 and 67. Equipment needed, location, and functions (student activity) are listed for each type of installation. Costs are not given because they vary so widely, depending on the quality and quantity of equipment selected and local wiring and installation costs. Estimates range from $150 for a single track recorder to be used for classroom group drill to $15,000 or more for a complete language laboratory of 30 student stations with dual track recorders in each booth.

5. *Where should the language laboratory be located?*

Ideally, every language classroom should be a laboratory. In smaller schools that have limited foreign language enrollments, the laboratory can be located at the back of a large classroom, or convertible booths can be used instead of regular desks. Convertible booths have front and/or side panels that fold down to enclose the equipment and to provide desk space. Consequently, they are usually less ruggedly built than fixed booths and may be more easily damaged. They are a must, however, when the room is used for both presentation of material and practice--unless space permits locating the booths at the rear of the room.

LANGUAGE LABORATORY INSTALLATIONS

TYPE	EQUIPMENT NEEDED		LOCATION	FUNCTIONS (STUDENT ACTIVITY)			
	CONTROL CENTER (Teacher Console)	STUDENT AREA OR POSITION		LISTEN	RESPOND	RECORD – PLAYBACK – COMPARE	TEACHER HELP
1. PRACTICE ROOM (Audio–Passive)	Tape recorder (single track) and/or Record player Loudspeaker* Amplifier* Earphones Microphone *Not necessary with most tape recorders	Regular desks	Regular classroom	Listens via loudspeaker to model voice from tape recorder or record player	Responds in chorus	Takes his turn recording at tape recorder	Receives correction as teacher moves among class members
2. LISTENING POSTS (Audio-Passive)	Tape recorder (single track) and/or Record player	Tables, booths, or regular desks Earphones and jack boxes (with volume control)	Regular classroom or in another room such as library	Listens via earphones to model voice from tape recorder or record player	Does not respond	Does not record	Receives no correction
3. ELECTRONIC CLASSROOM (Audio-Passive)	Tape recorder (single track) Record player Amplifier Earphones and microphone	Regular desks, booths, or tables Earphones and jack boxes (with volume control)	Regular classroom (around tables, at student desks, or in booths)	Listens via earphones to model voice from control center	Responds in chorus	Takes turn recording at control center	Receives correction as teacher moves among class members
4. ELECTRONIC CLASSROOM (Audio–Active)	Tape recorder(s) (dual track) Record player Amplifier Earphones and microphone Switch panel or multiple jack boxes on end each row	Earphones and jack box (with volume control) Microphone Amplifier Booth	Regular classroom or separate room	Listen via earphones to model voice from control center	Responds in chorus, hears his own voice amplified in his earphones	Takes turn recording at control center, or teacher records students' performance one at a time from booths at control center when this feature is provided	Receives correction over intercom or from multiple jack boxes

TYPE	EQUIPMENT NEEDED		LOCATION	FUNCTIONS (STUDENT ACTIVITY)			
	CONTROL CENTER (Teacher Console)	STUDENT AREA OR POSITION		LISTEN	RESPOND	RECORD – PLAYBACK – COMPARE	TEACHER HELP
5. LANGUAGE LABORATORY (Audio-Active-Record)	Tape recorder(s) (dual track) Record player Amplifier Earphones and microphone Master control (switch panel and program channel switch) Optional, but recommended: Screen Motion picture, slide, and filmstrip projectors Air cooling units Acoustical treatment	Earphones Microphone Amplifier Tape recorder (these may be handled in units at console or in another central location) Booth	Regular classroom or separate room	Listens via earphones, and either has the model voice on his tape, or records it thereon from control center	Responds in chorus or individually, hears his own voice amplified in his earphones	Depending on equipment, student records his performance, entire or part, using his own facilities Makes trials, compares, erases, re-records, repeats.	Receives correction over intercom

Large schools with a heavy foreign language enrollment generally find it too costly to install complete laboratory equipment in each classroom, but every foreign language classroom should be equipped with a tape recorder. In the larger schools, a separate room used solely for the language laboratory is usually provided. This room should be adjacent or very close to the language classrooms so that students can pass between the classroom and laboratory with little loss of time.

When selecting the room to convert to a laboratory or when making plans for a new building, it is important to estimate correctly the number of booths that a given room can hold. A minimum of 25 square feet per student position should be allowed. This will provide space for the teacher's console, associated equipment, and necessary aisle space. Due to the growing trend of utilizing visuals such as films and filmstrips in foreign language instruction, it is also well to provide for adequate viewing when planning the laboratory.

In every case, the language laboratory must be located away from outside noise (street traffic, playgrounds) and from inside noise (the gymnasium, vocational areas, music rooms). The importance of a quiet location cannot be overstressed.

6. *How does a school determine if a language laboratory is needed?*

Any decisions on obtaining equipment to help implement a foreign language program cannot be properly made until the program itself has been carefully appraised. The language laboratory is not an end in itself, and its presence does not guarantee improvement of instruction. Again it should be stressed that it is simply a useful tool which can help in implementing an audio-lingual program.

In the past the listening and speaking skills have been neglected. If a school now wants to emphasize these skills and train students to speak a language, then a language laboratory should be considered. If a traditional program is to be continued, the outlay for this expensive equipment cannot be justified.

Before investing in a complete language laboratory, it would be well for a school to say that its program reflects the following characteristics.

- The objectives and philosophy of the foreign language program emphasize the development of the listening and speaking skills.
- The methodology used by teachers is based on the principles of the audio-lingual approach.
- There is adequate provision for audio-lingual materials for use in both classroom and laboratory.
- The teachers are ready by attitude and training to use the equipment as a tool.

7. *What steps can be recommended in planning for a language laboratory?*

When the foreign language program has been evaluated, its needs studied, and the decision made to purchase language laboratory equipment, teachers and administrators should begin a careful study of specific types. One year is not too much for planning since such a large variety of equipment is now available. Procedures or steps for planning for facilities follow. *

Create a language laboratory planning committee.

Planning for language laboratory facilities is not a simple job for one person, but a cooperative effort. The appointed committee should consist of foreign language teachers, administrative personnel, and other appropriate staff members such as audio-visual directors and electronic specialists. Failure to include teachers in the planning for the laboratory can have disastrous results; the equipment may not be properly utilized and expectations will not materialize.

Study the basic literature in the field of foreign language teaching and learning.

Committee members should become acquainted with pertinent literature. It would be impossible to review all of the available material today, but a study of representative works is a necessity.

Especially recommended for their wealth of valuable advice and information are:

Nelson Brooks' Language and Language Learning

Patricia O'Connor's Modern Foreign Languages in High School: Pre-reading Instruction

Joseph C. Hutchinson's Modern Foreign Languages in High School: The Language Laboratory

Don R. Iodice's Guidelines to Language Teaching in Classroom and Laboratory

Council of Chief State School Officers' Purchase Guide for Programs in Science, Mathematics, and Modern Foreign Languages and its Supplement

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**These recommendations are based on those of Alfred S. Hayes in his STEP-BY-STEP PROCEDURES FOR LANGUAGE LABORATORY PLANNING: SOME SUGGESTIONS FOR SCHOOLS AND COLLEGES and those of Joseph C. Hutchinson in MODERN FOREIGN LANGUAGES IN HIGH SCHOOL: THE LANGUAGE LABORATORY, pp. 18–22.*

Provide inservice training for teachers on the newer methods and materials and techniques for the language laboratory.

The least that can be done to prepare for purchasing a laboratory system is to provide an inservice training program of several sessions. Teachers, especially those who have not had the opportunity of attending an intensive training program, need ample time to practice with the new methods and materials and to learn to manipulate equipment away from the tension of the classroom.

Inservice programs can be set up on the local level as cooperative study groups using local resources such as teachers who have attended a National Defense Education Act Institute or similar workshop. It may also be advisable to seek consultative help from the State Department of Education or from nearby colleges and universities. In addition to becoming acquainted with the newer methods and materials, teachers should have actual demonstrations of techniques and equipment and a complete orientation with a simple tape recorder.

Tackle immediately the problem of making available suitable materials.

This is more important than the actual choice of equipment. Some local preparation or adaptation of materials will always be necessary, but teachers should not be expected to create complete audio-lingual materials.

To learn what is available, consult the MLA Selective List of Materials (available from the Modern Language Association, Foreign Language Research Center, 70 Fifth Avenue, New York 11, New York, for $1.00). This monumental work lists and evaluates all types of materials for ten languages. Also study the Purchase Guide and bulletins from the U. S. Office of Education and the state departments of education. Where possible, obtain from commercial sources new textbooks with accompanying tapes and samples of other teaching aids.

Write to a number of language laboratory companies, requesting their brochures.

Committee members should study these brochures as they are received, but visits from salesman should be avoided until later.

Visit several language laboratories in action.

Valuable information can be obtained by discussion of equipment with teachers and administrators of other schools. It is usually not wise, however, to copy exactly what another school has done; each situation may require different combinations. Inquiries about maintenance problems and costs should always be made.

Agreement should be made with the administrator not to buy equipment on the basis of price alone.

Although the laboratory equipment purchased will have to be tailored to funds available, it is not wise to choose a system just on the basis of budgetary factors alone. Quality in electronic devices is important because the number one function of any audio equipment is to present a clear and faithful model for student drill. The audio quality is crucial, especially for beginning learners who cannot perceive unfamiliar sounds of the new language unless they are clearly presented. All components must be compatible, and the equipment must be designed to hold up under constant heavy use.

It is far better to select components of a better, but more limited, system and to plan to install additional facilities when more funds become available. With this in mind, any equipment purchased should be usable in future expansion or up-grading of the laboratory. It would be poor economy to choose equipment purely on a budgetary basis and then have to discard it when improvements are made.

Find the answer to the question: "Which of all the possibilities is best for our local school?"

This question can only be answered by those directly involved. Of course, the number of students and the number of courses which the equipment will serve must be considered. Another important consideration is that the equipment must provide for frequent and regular practice for beginning students with provision for continued use on subsequent levels. With local budgetary limitations in mind, these criteria may dictate the purchase of equipment far simpler than the complete language laboratory.

A school system might move from a simple tape recorder in each classroom to mobile equipment, to an electronic classroom (tape recorder(s), plus activated headphones), to a fully equipped laboratory.

The answers to following questions must also be found if the school is to make a wise decision:

- How much minor remodeling and extra wiring will be required for installation? For future expansion?
- Should extra student stations be considered to avoid major problems when a few are not functioning because of temporary mechanical difficulties?
- Are centralized or decentralized facilities more appropriate?

- Should booths, or booths of a special type, or no booths at all be included in the plans? (If the room is used for a variety of activities, fixed student partitions can cause frustration for both teacher and students.)

- Should student recording facilities be included? (If so, what kind? Should recorders be provided in each booth? Will the facilities be adequate to provide sufficient practice and testing for all students enrolled in the foreign language?)

- If a teacher console is to be included, which features should be incorporated? (Will the console be simple enough to operate effectively? How many program sources are needed? Is there sufficient writing space for the teacher? Will the teacher be able to maintain eye contact with the pupils? Will students be able to see projected visuals?)

- Are adequate storage facilities available for materials and lab accessories?

If the committee decides to recommend a complete language laboratory, it should at this point consider the general question of laboratory administration.

As a basis for its recommendation and for policies of laboratory administration, the committee should outline, at least tentatively, revision of the foreign language program. Such an outline should include a brief statement of the principles upon which the revision is based, a list of courses affected, a plan for providing the necessary instructional materials, a discussion of staff requirements, and a list of equipment needed (identified by type and function, without technical specifications).

It would also be well to study carefully problems of staff, schedule, and budget. There should be budgetary provision for maintenance, operating expenses (materials and supplies), hiring native speakers to voice tapes (if necessary), and staff time for materials preparation and laboratory administration.

Some schools at this point may wish to have their plan and program reviewed by a competent consultant in the language laboratory field before proceeding.

Now invite salesmen and manufacturers' representatives to demonstrate their systems.

Provide for maintenance of the laboratory.

Money should be provided for maintenance, repair, and replacement with decisions made about who will service the machines and when. The amount budgeted is usually three to five per cent of the total investment. A definite program of preventive maintenance (and who will do it) should also be established. What accessories, supplies, and spare parts will be needed must be determined too.

Exercise extreme care in the actual purchase of the equipment.

The committee should see that those responsible for the negotiation of the purchase have read the Purchase Guide (pages 275-281, 283-286), its Supplement (pages 39-41), and recommendations from other appropriate sources. Those in charge of the actual purchase should also see that:

- A comprehensive warranty is included.
- The specifications contain all the pertinent technical information necessary to make them valid.
- A sworn affadavit that the installed equipment actually meets the specifications to protect the school.
- Procedures are established to permit the school to reject an unsatisfactory installation or equipment that does not meet the required specifications.
- The installation is completed by the date specified in the contract or a penalty clause may be invoked.

If a simple installation is indicated, technical provision for subsequent expansion should be included.

In the final selection, the particular brand names recommended by the committee should be given the highest priority.

Study carefully information on testing and evaluating the equipment.

The Purchase Guide, page 280, and its Supplement, pages 36-39, offer excellent suggestions on this vital step.

After the contract has been let, and before the completion of the installation, the committee should turn its attention to:

- Actually securing commercial materials or overseeing the preparation of local materials.
- Finding solutions to problems of adequate testing, particularly the testing of the listening and speaking skills.

- Providing sufficient recording experience for teachers. (Where teachers distrust machines, their fears usually dissipate when they see a language laboratory in action, observe results; work with an experienced teacher, practice the operation of the equipment away from students; and become thoroughly familiar with a simple tape recorder.)

The period between the claimed completion and final approval, acceptance, and payment is the most crucial period in the acquisition of a complete installation.

This period should extend into at least a month of normal use in a regular school term.

During the period three steps, all vital to the ultimate success of the program, should be taken:

- The performance characteristics of the equipment must be checked in minute detail. (For example, what is the relation of the actual audio quality to the claimed specifications?)

- Teachers must be given careful instruction in the operation of the equipment.

- An effective program of preventive maintenance must be initiated.

USING LANGUAGE LABORATORY FACILITIES

1. *What do the terms "group study" plan and "library study" plan mean?*

Under the "group study" plan, an entire class uses the laboratory at one time under the supervision of their teacher. This plan is the one most often selected for use in the secondary schools due to scheduling problems. Findings also indicate that immediate supervision by the teacher is important to most secondary learners.

Many colleges and universities have chosen the "library study" plan. In this system, students go to the laboratory on an individual basis and obtain from a desk the tapes they wish, just as they request books from the reserve shelves in a library. Each student may be working on a different tape and at his own pace. Such a plan necessitates additional supervisory personnel.

2. *What provisions should be made for administering the laboratory?*

Effective procedures should be established to avoid undue burdens on

teachers; professional and instructional time should not be wasted on minor duties. For example, teachers should not have to prepare large amounts of recorded materials. Such practice exercises really need co-operative planning and work. Neither should teachers be expected to perform the maintenance and repair work for most equipment.

Many of the minor details of laboratory administration and maintenance can be performed by student assistants. Setting up equipment or tapes for drill sessions, putting them away, calling attention to repair needs and making minor repairs, bulk erasure of old tapes, duplicating extra lesson tapes, keeping the files up-to-date, cleaning the recorder heads, and occasionally demagnetizing them are chores that students can easily handle. Student monitors are also invaluable during the orientation period to provide assistance to students being taught to use the equipment.

In the case of a large high school with a complex facility and more than one foreign language teacher, a staff member should be designated as the laboratory director and given the necessary time to perform his duties. He should be responsible for training and helping other faculty members in the operation of the facilities, for training student assistants, for overseeing the general operation of the laboratory, for scheduling maintenance, for keeping a record of needed and actual repairs and part changes on each individual position, and for supervising the tape library. A general policy of laboratory operation should be established and disciplinary procedures agreed upon. Throughout the school year, the director should also circulate news of effective techniques.

New students must be thoroughly oriented in the operation of the equipment, the reasons for laboratory practice, and in procedures to be used in the practice sessions. The first laboratory sessions should be spent in step-by-step rehearsal with the devices. Adequate training at the beginning of the year can help avoid costly and time-consuming mistakes. Students should also be carefully briefed on rules and discipline to be imposed for infractions.

An orientation tape, carefully planned and timed, on the use of the laboratory will free the teacher and monitors to assist students who require special help, and will save many hours of exhausting repetition. Such a tape should be recorded in a pleasant, business-like manner; it should instill pride in the users of the equipment; it should include sufficient drill on each operation to inspire confidence, and allow pauses of sufficient length to remedy possible difficulties. A sample script of such a tape may be found in the professional literature or obtained from many of the laboratory companies. Since each individual laboratory is a law unto itself, however, the script should be rewritten to suit the equipment and its functions.

Each student should be assigned a regular position in the laboratory and made to feel responsible for skilled handling of the equipment. Seating charts should be available to the director and/or teacher at all times.

3. *How often should language laboratory periods be scheduled? How long should they be?*

Experts agree that beginning students should have frequent and regular practice; and other levels should also have the opportunity to practice, even if not so frequently. Ideally, students, especially beginners, would have a laboratory period every day; but sixty minutes a week is considered a minimum.

The length of laboratory sessions may vary considerably according to the needs of each school, but practice of more than thirty minutes duration is considered tiring for secondary school students. Intense concentration required in listening to tapes quickly produces fatigue. Therefore, several sessions of twenty or thirty minutes are preferable to a single long period. Two or more classes can alternate in using the facilities during the same period.

4. *What kinds of materials are recommended for use in the language laboratory?*

A language laboratory is only as effective as the materials used in it. The most versatile equipment will fall short of expectations if the recorded drills and exercises are not technically and pedagogically satisfactory. The successful results of laboratory practice are also in proportion to the amount of class and laboratory coordination. Unless the recorded activities reinforce class materials and vice versa, both lose their effectiveness. Uninteresting and non-integrated materials lead to discipline problems.

Adequate commercial materials of acceptable and excellent quality are now rapidly appearing on the market, but teachers will always need to prepare or edit some materials for their specific situations. Any criteria used for selecting commercial items, should also be followed in the preparation of local materials.

An excellent source of commercial materials which have been evaluated is the MLA Selective List of Materials just produced by the Modern Language Association of America. Criteria used in the evaluation of all types of items are included. Teachers should request sample or preview materials before recommending their purchase.

5. *What are some suggestions for the preparation of lesson tapes?*

While gaining experience in the production of audio materials, it is best to prepare a script of the entire lesson. After the exercise has been written, it should be read several times for clarity and accuracy, and then timed. If exercises are too long, adjustments and deletions must be made. Scripts of each tape should be kept accessible in an organized file.

The length of individual lesson tapes may vary considerably depending

on the type of exercise and the number of repetitions of each item required. It is imperative to provide enough repetitions, for one outstanding value derived from the laboratory is the opportunity to repeat a limited amount of material several times; but a lesson tape should normally contain no more than 15 minutes of recording and preferably much less. Short lesson tapes allow the type of drill so necessary in initial language learning. Of course, recordings of cultural and literary materials for advanced courses may differ in format and length.

Plainly visible identification, preferably following a format recommended by a reliable authority or manual, should be placed on the box and on the reel before the actual recording begins. This avoids confusion. Small gummed labels, typed in duplicate or triplicate, are excellent for this purpose. The lesson(s) can also be marked and identified on leader tape placed at the beginning of the tape. The corresponding scripts should bear the same identification.

When considering the format of a lesson tape, it should be remembered that most of the tape is reserved for actual practice material. The skeletal design might include: an identification number at the beginning and end of each exercise; brief, clear, and precise instructions and examples for each section; carefully prepared problems (with provision for a cue, a pause for response, and the correct response if the exercise is not purely imitative); and, if considered necessary, final instructions that tell the student what he is to do at the end of the lesson tape (such as whether to repeat, record again, correct mistakes, stop work, and reminders about shutting off the equipment). Several points should be followed when actually recording the lesson. Authorities recommend that materials be recorded at 7 1/2 ips (inches per second) because this speed gives much more satisfactory fidelity for foreign language learning where each nuance, inflection, and intonation is highly important. Where late-model, semi-professional or professional recorders are available, the 3 3/4 ips speed for recording has been found to be entirely satisfactory and somewhat more economical.

When reading the script, the speakers should remember that the lesson is spoken, and not a literary text to read aloud. Intonation, rhythm, and speed should be normal and conversational in style.

Several voices should be used when recording directed response or pattern drills----one for instruction, one for the cue, and one for the correct answer. This helps eliminate confusion; some students may fail to differentiate between the cue and the correct response when they are given by the same voice, while others become bored.

Pauses should be adequate, but not long enough to allow students to translate. Pauses can be timed by saying the correct response twice to oneself while the recorder is running or by saying the response to oneself and counting "one-two" before recording the correct response.

Structure (grammar) drills should be comprised of over-learned vocabulary so the student may give full attention to the structures being mastered.

A finished tape should be as free from errors as possible, including background noise and actual mistakes in reading. Mistakes can be eliminated by re-recording over them, but this requires very skillful timing. Another way of correcting errors, is recording the correct version immediately after the mistake and removing the incorrect portion by cutting and splicing. Splicing should be done with tape manufactured especially for that purpose. If a master is spliced, an uncut copy should be made immediately. All masters should be splice-free.

At all times, administrators should keep in mind that the burden of preparing audio materials is ve[illegible]eavy. A 10- or 15-minute tape may require an hour for recording, correcting, and editing before an acceptable product is obtained. If the teacher must write (create) the exercise, an additional one to eight hours may be necessary, depending on the type of drill. Once prepared and recorded, however, lesson tapes can be used for years. A complete record of tapes made should be available at all times, along with a completely accurate script of each tape to avoid overlapping of effort.

6. *What are some effective teaching techniques when using electronic facilities?*

The availability of language laboratory equipment gives teachers an opportunity to develop a wide variety of techniques. Some will be tried and found successful; others will be abandoned as ineffective.

The techniques or suggestions which follow reflect current thinking in the foreign language field.

- The teacher is the master of the recorded program.

  A lesson tape should not be allowed to play on and on if most of the students are having difficulties (which might indicate that the material is not clear, too difficult, or that there has not been enough practice in class). The teacher must also be sensitive to the needs of students; for example, some exercises need more repititions for overlearning than others.

- If a teacher is not too experienced with a language laboratory, he should use only one program source at a time.

  Teachers should not attempt more simultaneous activities than they can handle comfortably and skillfully.

- Variety in machine drill is very important.

  This is especially true since so much repetitive practice is necessary for developing automatic responses. All students should be actively involved and challenged by the material, and variety of

drill does much to maintain interest after the "newness" of using electronic equipment has worn off.

Teachers should keep alert for signs of fatigue and boredom. The material may be too difficult, too long, too monotonous, or lacking in challenge. There may be a lack of integration of class and laboratory activities, or boredom may result from poor audio quality in the recording or equipment.

- A teacher can use a simple tape recorder effectively.

  If the classroom is not a language laboratory, the teacher walks around the room, conducting choral practice and correcting responses as they are made with a tape recorder used as the program source. If a few listening stations are provided, the class can be divided in groups, with one group having listening practice with headphones, while the teacher conducts oral drills or conversational practice with the other students.

  Where centralized laboratory facilities exist, it is very difficult to synchronize class and laboratory work unless a tape recorder is provided for each foreign language class.

- Audial (hearing-speaking) homework can be provided in the form of inexpensive discs.

  Take-home records containing the basic dialogs or drill materials can greatly extend student contact hours.

- If there is a teacher console, guided practice can be handled more efficiently and conveniently.

  A console gives the teacher immediate access to the program source and easy control over the movement of the program. He can quickly reinforce the program by substituting for it at any time. Although the length of any such interruption may vary, comments and explanations should normally be brief.

- Monitoring facilities give teachers a convenient and swift means for evaluating each student's performance.

  Daily monitoring charts facilitate this evaluation. Adequate space should be provided on these charts to jot down brief notes or symbols about each student's work.

- A student should know as soon as possible how well he has been performing.

  What the teacher does with notes made on the monitoring chart is very important. Mistakes should be corrected at the earliest possible moment. This is especially true of pronunciation errors;

most students perceive structure errors more easily due to the confirmation response.

When the console has two-way intercommunication facilities, follow-up can be made immediately by simply flicking a switch. Where teachers make full use of these facilities by careful attention to student responses, many individual contacts are possible within a short period of time. In a few seconds a student response can be heard and corrected; this means that several students can be spot-checked within one minute. Even when there are no errors, teachers should give frequent remarks of encouragement.

A simple check-test at the end of each session carries high motivation value and gives added meaning to each laboratory experience.

- The correction of errors must be judiciously timed.

A student should not be corrected before he has completed his response. A teacher should also decide if the correction of a minor error is worth causing the student to lose contact temporarily with the program material. This is especially crucial when the student is recording.

- When coaching pronunciation, the teacher should be ready to offer specific suggestions on how to produce certain difficult sounds.

Most pronunciation errors can be avoided by adequate listening and imitation practice, but individual differences among students have to be recognized. Some students have little or no difficulty in imitating correctly, while others have persistent problems and may not know their efforts are incorrect. Even if a student knows that his attempt is incorrect, he may not know what to do to correct it.

Student misperception of a sound can best be corrected by demonstration rather than by explanation. The teacher should first point out the error, give a model, and then ask for another imitation. If there is no improvement after a few tries, a further demonstration should be made with a hint on the proper position of the tongue and lips. Finally, recording the model and the student response can offer a most forceful and convincing demonstration.

When modeling a sound, any exaggeration or distortion of the model by slowing it down should be avoided; and any sound practiced should be returned to its normal and natural position in the utterance as a part of the demonstration.

- Caution should be exercised in the amount of time given to coaching an individual student.

All students deserve the opportunity of having individual teacher guidance. Any one student can always be helped later, and stopping a student overly-long on one item may deprive him of a great portion of a short drill. In most cases, students improve anyway after initial critique.

- The use of English in the class and laboratory should be avoided as much as possible.

  There may be special occasions where it is more efficient to use English, but the foreign language should dominate throughout. Some teachers may want to set aside a few minutes during each period for clearing up misunderstandings and misconceptions.

  Language laboratory terms and expressions in French, German, Italian, Russian, and Spanish can be found in the bulletin, Modern Foreign Languages in High School: The Language Laboratory. These lists will greatly assist teachers in conducting laboratory sessions in the language being taught.

- A course which requires that so many pages of a text be covered within a specified time is not likely to produce effective results in foreign language study.

  Learning activities and materials should certainly be planned ahead of time, but instruction should be flexible enough to allow for individual differences and to permit variation when needed.

7. *What are routine maintenance procedures that should be followed?*

The successful operation of a language laboratory largely depends on regularly scheduled preventive maintenance. Actually, three types of maintenance are required: regular preventive maintenance performed by the teacher or laboratory director and student assistants, a semi-annual check-up and overhaul by a qualified service technician, and on-the-spot corrections by laboratory personnel. Simple weekly maintenance (or at least after 100 hours of equipment use) helps immeasurably to insure high quality sound and mechanical operation of the laboratory. Certain routine procedures should be followed:

- Clean the recording/playback heads, idlers, and capstans. Rubbing alcohol is the safest and least expensive cleaning fluid. It may be used with Q-tips or pipe cleaners for ease in handling.

- Demagnetize the recording/playback heads. A standard head demagnetizer should be used. Electrical tape on the base metal tips of the demagnetizer will prevent the tips from scratching the recording heads.

- Check the cords of the headphones and microphones for fraying or other damage. Much damage can be prevented by shortening

the cords to keep the headphones and microphones from touching the floor. Proper storage of headphones at the end of each laboratory session also prevents damage.

- Set and tighten loose screws on the equipment and in the booths.
- Check and adjust brake tension on the tape decks.
- Check and adjust pressure pads that hold tape against the heads.

Twice each year it is wise to have a check-up and overhaul by a qualified technician. He would replace any weak tubes or transistors, adjust brake and belt tensions, and align the recording and playback heads.

During the first few months of operation of a lab, there will be a number of crises. These usually result from inexperience on the part of the students, teachers, and assistants. Failure to operate the equipment correctly often gives rise to problems. Many of them can be avoided by methodical training in step-by-step operation of the equipment. Excellent procedures for on-the-spot trouble shooting can be found in the Council of Chief State School Officers' Purchase Guide and its Supplement.

Finally, as an encouraging word to teachers, it should be said that the language laboratory is not a mysterious, intricate, and delicate conglomeration of devices. The basic component of a lab is a tape recorder which is no more complicated than the average high quality record player or radio, and it is far less complex than a television receiver. Since many Americans now make minor adjustments on their radios, phonographs, or television sets, teachers need not fear making comparable adjustments in the language laboratory.

8. *How can the use of the language laboratory be evaluated?*

The language laboratory offers great potential for contributing to more effective teaching and learning and to the total foreign language program. Schools face a challenge to obtain the best possible use from their investment of time, money, and effort. In order to achieve more effective results, they will want to evaluate the use of equipment in instruction. This will be difficult during the first year of operation, but there is no better time to solve some of the emerging problems.

A study of the sample questions which follow will help teachers and administrators in evaluating and in improving the use of the language laboratory.

- In the beginning course, is emphasis being given to the listening and speaking skills, with gradual progression to reading and writing?

- Are the audio-lingual skills maintained and developed on subsequent levels?

- Are the basic materials used in class (especially in the first-year course) also practiced with recorded models and exercises during laboratory sessions?

- Are students required to memorize these materials?

- Do the recordings used in laboratory practice present a variety of drills and a variety of native voices as models?

- Do all students have the opportunity for regular and frequent practice with recorded materials?

- Are recorded materials systematically arranged with a check-out system, however simple, employed so that a desired tape or tape script may be quickly located?

- Is adequate provision made to safeguard tapes from erasure, dust, and faulty storage?

- Is a comprehensive laboratory manual available for the personal use of all those closely engaged in the work of the laboratory?

- Do students have opportunities for both listening and listening-speaking practice?

- Does the teacher consolidate and exploit the skills learned in the laboratory sessions by using the practice materials (recombining them into new situations) during other activities and later on in advanced courses?

- Is the equipment also used to present literary and other cultural materials?

- Are the listening and speaking skills tested frequently?

- Do students show an active and continued interest in laboratory sessions?

- Do they practice the language outside the classroom?

- Is there a noticeable improvement in the speaking ability of students?

- Do they show more confidence in using the spoken language?

- Can they understand a variety of native speakers within the limits of familiar vocabulary and structures?

- Have all the teachers using the language laboratory been given adequate training and practice with the method and the equipment?

- Do all foreign language teachers have a tape recorder in their classrooms for regular use?

- Are they permitted to use this equipment at home?

- Are any teachers overburdened with chores related to the use of the new methodology and language laboratory equipment?

- Do teachers work with individual students while the equipment presents the practice material?

- Have mechanical failures, poor quality of sound, administrative problems related to the equipment, or location of the laboratory reduced its effectiveness as a teaching aid?

In spite of the lack of agreement on some things (such as the value of having students record or the advantages and disadvantages of booths), both teachers and students are deriving benefits from electronic equipment when it is properly used. By careful self-study each school may be able to help identify not only problems, but also elements of language learning that are most productive.

A Final Word

A Final Word

TO THE ADMINISTRATOR

The administrator is responsible for providing the proper setting for a successful foreign language program. He must see clearly the total sequence of study; provide time in a busy schedule for foreign language work; and arrange for adequate and suitable staff, physical facilities, materials, and equipment.

Since school situations vary greatly, no one solution to the many administrative problems is possible; but general advice or suggestions are in order. The following questions, to be used as a checklist, are offered in the hope that they will be helpful to administrators and school boards who want to improve their language programs.

PLANNING THE PROGRAM

1. Is it understood by all concerned that the study of foreign languages is a part of the over-all language development of the student?

   (It is a part of his growth in the understanding and use of language; and any time devoted to foreign language is not time taken from his study of English, but an aid to mastery of his mother tongue.)

2. Have realistic objectives been set?

3. Do these objectives provide for functional language learning?

4. Have sound methods and procedures, appropriate for developing the objectives, been established and agreed upon?

5. Have reluctant teachers been convinced that they should attempt a new (audio-lingual) approach?

6. Is the program well articulated both horizontally (between schools) and vertically (between grade levels)?

7. Is there much cooperative planning and work by teachers, supervisors, and administrators?

8. Are regular meetings of all teachers involved in the total program held?

9. If the school is small, is it developing a long sequence in one modern language rather than a two-year program in one or two?

10. If the school is large, can it support a program in some Asian or European language, in addition to the Western European languages offered?

11. Are students counseled to study a modern foreign language in light of the increased need and opportunity for persons with language proficiency?

12. Are the students of a non-English speaking background encouraged to study their mother tongue in school?

13. Is a program provided for them that will fit their particular needs?

14. Is outstanding achievement in foreign languages recognized with awards comparable to honors in science, mathematics, and other fields?

15. Has attention been given to a more flexible scheduling of class periods?

(Recent experimentation in the use of class periods of various lengths, e.g., periods of thirty, sixty, or ninety minutes, produced findings that may facilitate scheduling of classes for advanced students. More flexible divisions of the school day may also ease problems of scheduling laboratory practice where facilities are limited and help in meeting the special language needs of the academically talented.)

16. Is there provision for placing students at the proper achievement level?

(If the study of foreign languages is begun in the elementary school, then a grouping policy is desirable in the secondary grades. Carefully prepared achievement tests, soon to be available, will help solve problems of placement created by the transfer student, the late beginner, the slow learner, the native speaker, and the gifted.)

17. Are the foreign language classes too large?

(Since foreign language is a study that requires much individualized instruction, classes should be small. In no case should they exceed 30. Classes of from 15-25 are to be recommended.)

18. Has a well planned inservice program on methods, materials, and equipment been established?

19. Has adequate time been allotted to this inservice program, with participants provided with sufficient practice with methods, materials, and machines?

20. If the school system is large, with a heavy foreign language enrollment, are plans being made to add a foreign language coordinator, consultant, or supervisor to the staff?

TEACHING

1. How do the teachers, now employed, and those being recruited, measure up to the qualifications defined by the Modern Language Association?

2. Do the methods and procedures used in the entire foreign language sequence support the same objectives?

3. Do the teachers know the characteristics of modern foreign language instruction now advocated?

4. Have they seen actual demonstrations of effective techniques?

5. Are the teachers encouraged to attend the NDEA Summer Language Institutes or similar programs for retraining?

6. Are teachers allowed "contact time" to visit each others' classes and discuss problems?

7. Is foreign travel and study encouraged?

8. Is provision made for teachers' attendance at professional meetings?

9. Has some compensation been offered for the added duties of materials preparation for laboratory and classroom?

10. Is increased teacher fatigue associated with the new methods properly recognized?

11. Are creative teaching, adoption of new techniques, and experimental programs encouraged?

12. Is effective assignment being made of superior foreign language teachers?

FACILITIES

1. Are the foreign language classrooms designed for teaching the subject under optimum conditions (free from noise and interruptions and acoustically suitable for using audio-visual materials and electronic devices)?

2. Do the foreign language classes have the electronic equipment needed for the audio-lingual approach to language learning?

3. If increased attention is to be devoted to the spoken language, has consideration been given to installing language laboratory facilities?

4. Have the foreign language teachers been involved in plans being made to acquire a language laboratory?

5. Has the language laboratory been placed in the proper perspective--a tool to be used skillfully in conjunction with effective teaching?

6. Is a portable tape recorder provided for each foreign language teacher for use in class and at home?

7. Have all teachers received a complete orientation to a tape recorder?

8. Have the teachers using the language laboratory had adequate training and practice with the equipment?

   (Teachers must have the opportunity to learn to manipulate any equipment used in instruction away from the tensions of the classroom. They should receive thorough training by the installers in the physical and operational functions and gain instructional skill with the equipment through informal sessions with experienced teachers.)

9. Have the teachers had careful instruction on the maintenance of electronic equipment?

10. Are teachers overburdened with chores related to the use of language laboratory equipment?

11. Has provision been made for the use of audio-visual equipment and materials?

12. Are adequate and suitable instructional materials (tapes, films, filmstrips, slides, records, periodicals, books, maps, wall charts, etc.) provided for the more effective teaching of modern foreign languages?

TO THE TEACHER

The success of any instructional program depends largely on the classroom teacher. Certainly, the heart of the foreign language program will always be the teacher. But, just as administrators have responsibilities in improving instruction, so do individual teachers.

The major responsibility of every teacher, perhaps, is professional growth. The revolutionary changes in methodology and the widespread adoption of electronic devices for instruction have worked a hardship in the case of foreign language teachers. Public interest has demanded change, and an increasing number of teachers are meeting the challenge.

The checklist which follows may be of value to teachers as they assume their responsibility in building a better program in foreign languages. Rare will be the teacher who can give an affirmative answer to every question; but it

can, in most cases, provide goals for those who strive for self-improvement. In the interest of a high level of language instruction, each teacher is urged to avail himself of every opportunity to enhance his competence.

PUBLIC RELATIONS

1. Have you been creating interest in the new program among administrators?

2. Have you been understanding of the heavy pressures placed on administrators from all areas of the curriculum and are you aware that budget problems are always there?

3. Have you helped your administrator supply the school board with needed facts, figures, literature, and demonstrations of results of effective teaching?

4. Have you been explaining the program to the general public?

   (You may use newspaper articles, television, radio; talk to civic clubs, service clubs, womens' clubs; give programs; and, above all, reach parents through their children. Dynamic programs always bring interest.)

5. Have you worked for understanding with teaching colleagues?

   (It is especially important that counselors understand your program and objectives.)

6. Are you always willing to work and cooperate with other foreign language teachers in your school?

PROFESSIONAL GROWTH

1. Do you measure up to the qualifications described by the Modern Language Association and other groups?

2. Have you tried to improve yourself in those areas in which you feel deficient (such as oral ability, listening comprehension, structure, literature, culture, or applied linguistics)?

3. Whenever possible, do you travel in a country whose language you teach?

4. Have you participated recently in a language institute or workshop?

5. Do you keep informed about important developments in new techniques and trends?

(This can best be accomplished by active participation in language organizations and by reading current professional literature.)

6. Do you make requests to visit the classes of other foreign language teachers?

7. Are you willing to share your knowledge and experience with other teachers?

8. Have you become one-sided about foreign languages?

(Always remember that there are other important subject matter areas, and try to keep up with major developments in these areas.)

APPROACH AND METHODOLOGY

1. Do you actually know the characteristics of the method of instruction now advocated?

(Do not be hesitant in admitting a lack of knowledge about new methods, materials, and media. There are few real experts; but try to have an open mind and a willingness to learn.)

2. Do you employ methods that actually support the stated objectives?

3. Are you static in your approach?

(There are various methods; do not rely on just one. Choose a suitable approach for each teaching problem, and always seek to be creative.)

4. Are community resources being utilized effectively?

(For example, do you take advantage of such resources as foreign born citizens, foreign visitors, exchange teachers, native festivals, church services conducted in a foreign language, radio and television programs, movies, and foreign language newspapers?)

5. Are you ever willing to undertake an experimental program or be one of the first to try out a new technique?

6. Do you ever try to correlate your classwork with other areas of the curriculum?

MATERIALS AND EQUIPMENT

1. Have you become acquainted with samples of the new types of materials?

(You can get a gradual start by beginning to use them in your teaching with a simple tape recorder.)

2. Do you cooperate with other teachers in sharing the burden of preparing materials--if and when this assignment is imposed?

3. Have you asked for and received careful instruction on the use and maintenance of electronic equipment?

   (You may begin by becoming thoroughly familiar with the operation of a tape recorder, and later progress to practice with the more complicated language laboratory equipment.)

4. Are you skillful in operating audio-visual devices?

   (With the increasing use of visuals in foreign language instruction, an operating knowledge of such devices as film, filmstrip, and slide projectors proves most helpful.)

5. Do you project this knowledge to capable student help as soon and as efficiently as possible so that you may be freed from mechanical details to employ your skills as a teacher?

Useful References

USEFUL REFERENCES

Today the amount of professional reading available on foreign language instruction and language laboratories is overwhelming. Teachers and administrators face a tremendous task in sorting through the many excellent sources of information. The references which follow are some of the recommended ones that have been selected for their general nature and proven value. Any teacher who wishes to use the audio-lingual approach and electronic devices effectively will find these materials helpful. Secondary textbooks are not included.

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APPENDIX A

VALUES OF FOREIGN LANGUAGE STUDY

(The following is a statement of the Steering Committee for the Foreign Language Program of the Modern Language Association of America issued in 1956.)

The study of a foreign language, like that of most other basic disciplines, is both a progressive experience and a progressive acquisition of a skill. At no point can the experience be considered complete, or the skill perfect. Many pupils study a foreign language only two years; longer time is of course needed to approach mastery. At any point, however, the progress made in a language, when properly taught, will have positive value and lay a foundation upon which further progress can be built. It is evident therefore that the expectancy of values to be derived from language study must be relative to the amount of time and effort devoted to it.

The study of a foreign language, skillfully taught under proper conditions, provides a new experience, progressively enlarging the pupil's horizon through the introduction to a new medium of communication and a new culture pattern, and progressively adding to his sense of pleasurable achievement. This experience involves:

1. The acquisition of a set of skills, which can become real mastery for professional use when practiced long enough. The international contacts and responsibilities of the United States make the possession of these skills by more and more Americans a matter of national urgency. These skills include:

   - The increasing ability to understand a foreign language when spoken, making possible greater profit and enjoyment in such steadily expanding activities as foreign travel, business abroad, foreign language movies and broadcasts.

   - The increasing ability to speak a foreign language in direct communication with people of another culture, either for business or for pleasure.

   - The ability to read the foreign language with progressively greater ease and enjoyment, making possible the broadening effects of direct acquaintance with the recorded thoughts of another people, or making possible study for vocational or professional (e.g., scientific or journalistic) purposes.

2. A new understanding of language, progressively revealing to the pupil the structure of language and giving him a new perspective on English, as well as an increased vocabulary and greater effectiveness in expression.

3. A gradually expanding and deepening knowledge of a foreign country--its geography, history, social organization, literature, and culture--and, as a consequence, a better perspective on American culture and a more enlightened Americanism through adjustment to the concept of differences between cultures.

Progress in any one of these experiences is relative to the emphasis given it in the instructional program and to the interests and aptitude of the learner. Language skills, like all practical skills, may never be perfected, and may be later forgotten, yet the enlarging and enriching results of the cultural experience endure throughout life.

APPENDIX B

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOL:
A SECOND STATEMENT OF POLICY

The Modern Language Association of America **April, 1961**

A. Five Years Later. Since the publication in 1956 or the first MLA statement on FLES, there has been increasing awareness of the need for an early start to foreign language learning. There is equal awareness of the dangers of inadequate attempts to meet this need. Hundreds of communities have ignored our warning against "faddish aspects of this movement" and our insistence upon "necessary preparations." Many of the resulting programs have been wasteful and disappointing, and they have misled many citizens about the nature and value of foreign language learning.

B. Redefinition. We must sharpen our definition of FLES. It is not an end in itself, but the elementary school (K-6) part of a language learning program that should extend unbroken through grade 12. It has 15- or 20-minute sessions at least three times a week as an integral part of the school day. It concerns itself primarily with learning the four language skills, beginning with listening and speaking. Other values (improved understanding of language in general, intercultural understanding, broadened horizons), though important, are secondary.

C. FLES in Sequence. We believe that FLES, as here defined, is an essential part of the long sequence, ten years or more, needed to approach mastery of a second language in school. There is good evidence that the learning of a second language considerably quickens and eases the learning of a third language, even when there is little or no relation between the languages learned. Since children imitate skillfully and with few inhibitions in the early school years, the primary grades (K-3) are the ideal place to begin language learning, and the experience is in itself exciting and rewarding.

D. Priority. If a school system cannot provide both a FLES program and a six-year secondary school foreign language sequence (grades 7-12), it should work first toward establishing the grade 7-12 sequence. Unless there is a solid junior and senior high school program of foreign language learning with due stress on the listening and speaking skills and fully articulated with the previous instruction, FLES learning will wither on the vine.

E. Articulation. It requires: 1) a foreign-language program in grades 7 and 8 for graduates of FLES, who should never be placed with beginners at any grade level; 2) a carefully planned coordination of the FLES and secondary school programs; 3) a frequent interchange of visits and information among the foreign language teachers at all levels; 4) an over-all coordination by a single foreign language supervisor or by a committee of administrators. These cooperative efforts should result in a common core of language learning that will make articulation smooth and effective.

F. Experimental Programs. Experimentation is desirable in education, but we now know enough about FLES methods and materials to obviate the need for "pilot" or "experimental" programs if these adjectives mean no more than "tentative" or "reluctant." If a shortage of teachers makes it impossible to offer instruction to all the pupils in a grade, a partial FLES program is an acceptable temporary expedient, but it will pose a special scheduling problem in grade 7. An "experimental" program should be a genuine experiment, not a desperate, inadequately planned program instituted by community pressure against the advice of language authorities in the field.

Experimentation in methods should be undertaken only after teachers and administrators are thoroughly familiar with current theories of foreign language learning and with current practices in successful FLES programs. The development of experimental teaching materials should be undertaken only after teachers are thoroughly familiar with existing materials.

G. The Teacher. Ideally he should be an expert in the foreign language he teaches, with near-native accent and fluency, and also skillful in teaching young children. Few teachers are currently expert in both areas. If a teacher's foreign language accent is not good, he should make every effort to improve it, and meanwhile he should rely on discs or tapes to supply authentic model voices for his pupils. But since language is communication, and a child cannot communicate with a phonograph or a tape recorder, no FLES learning can be wholly successful without the regular presence in the classroom of a live model who is also an expert teacher. The shortage of such doubly skilled teachers is the most serious obstacle to the success of FLES. To relieve this shortage every institution that trains future elementary school teachers should offer a major in one or more foreign languages.

H. Cautions. A FLES program should be instituted only if: 1) it is an integral and serious part of the school day; 2) it is an integral and serious part of the total foreign language program in the school system; 3) there is close articulation with later foreign language learning; 4) there are available FL specialists or elementary school teachers with an adequate command of the foreign languages; 5) there is a planned syllabus and a sequence of appropriate teaching materials; 6) the program has the support of the administration; 7) the high school teachers of the foreign language in the local school system recognize the same long-range objectives and practice some of the same teaching techniques as the FLES teachers.

(The need for a revised statement on FLES was the subject of a conference on 27 and 28 January 1961. Participants in this conference: Theodore Andersson, Emma Birkmaier, Nelson Brooks, Josephine Bruno, Dorothy Chamberlain, Austin E. Fife, Elton Hocking, Elizabeth Keesee, Margit W. MacRae, Kenneth W. Mildenberger, Ruth Mulhauser, William R. Parker, Filomena Peloro, Gordon R. Silber, G. Winchester Stone, Jr., Mary P. Thompson, W. Freeman Twaddell, Donald D. Walsh, Helen B. Yakobson.

The statement was developed and authorized by the Advisory and Liaison Committees of the Modern Language Association, whose members are Theodore Andersson, William B. Edgerton, Austin E. Fife, John G. Kunstmann, William R. Parker, Norman P. Sacks, Gordon R. Silber, Jack M. Stein, Louis Tenebaum, W. Freeman Twaddell, and Helen B. Yakobson.)

APPENDIX C

QUALIFICATIONS FOR SECONDARY SCHOOL TEACHERS OF MODERN FOREIGN LANGUAGES

It is vitally important that teachers of modern foreign languages be adequately prepared for a task which more and more Americans are declaring essential to the national welfare. Though a majority of the language teachers in our schools are well trained, many have been poorly or inadequately prepared, often through no fault of their own. The members of the Steering Committee of the Modern Language Association, therefore, present this statement of what they consider the minimal, good, and superior qualifications of a secondary-school teacher of a modern foreign language.

The group regrets that the minimum here stated cannot yet include real proficiency in the foreign tongue or more than a superficial knowledge of the foreign culture. It must be clearly understood that teaching by persons who

cannot meet this minimal standard will not produce results which our profession can endorse as making the distinctive contribution of language learning to American life in the second half of the twentieth century.

The lowest level of preparation is not recommended. It is here stated only as a point of departure which carries with it the responsibility for continued study and self-improvement, through graduate and in-service training, toward the levels of good and superior preparation.

Those who subscribe to this statement hope that the teacher of foreign languages (1) will have the personal qualities which make an effective teacher; (2) has received a well-balanced education, including a knowledge of our own American culture; and (3) has received the appropriate training in professional education, psychology, and secondary-school methods. It is not our purpose to define further these criteria. We are concerned here with the specific criteria for a teacher of modern foreign languages.

1. AURAL UNDERSTANDING

Minimal--The ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject.

Good--The ability to understand conversation at average tempo, lectures, and news broadcasts.

Superior--The ability to follow closely and with ease all types of standard speech, such as rapid or group conversation, plays, and movies.

Test--These abilities can be tested by dictations, by the Listening Comprehension Tests of the College Entrance Examination Board--thus far developed for French, German, and Spanish--or by similar tests for these and other languages, with an extension in range and difficulty for the superior level.

2. SPEAKING

Minimal--The ability to talk on prepared topics (e. g., for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native.

Good--The ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation and intonation.

Superior--The ability to approximate native speech in vocabulary, intonation, and pronunciation (e. g., the ability to exchange ideas and to be at ease in social situations).

Test--For the present, this ability has to be tested by interview or by a recorded set of questions with a blank disc or tape for recording answers.

3. READING

Minimal--The ability to grasp directly (i. e., without translating) the meaning of simple, non-technical prose, except for an occasional word.

Good--The ability to read with immediate comprehension prose and verse of average difficulty and mature content.

Superior--The ability to read, almost as easily as in English, material of considerable difficulty, such as essays and literary criticism.

Test--These abilities can be tested by a graded series of timed reading passages, with comprehension questions and multiple-choice or free-response answers.

4. WRITING

Minimal--The ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations, and the ability to write a short, simple letter.

Good--The ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.

Superior--The ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.

Text--These abilities can be tested by multiple-choice syntax items, dictations, translation of English sentences or paragraphs, and a controlled letter or free composition.

5. LANGUAGE ANALYSIS

Minimal--A working command of the sound patterns and grammar patterns of the foreign language, and a knowledge of its main differences from English.

Good--A basic knowledge of the historical development and present characteristics of the language, and an awareness of the difference between the language as spoken and as written.

Superior--Ability to apply knowledge of descriptive, comparative, and historical linguistics to the language-teaching situation.

Test--Such information and insight can be tested for levels 1 and 2 by multiple-choice and free-response items on pronunciation, intonation patterns, and syntax; for levels 2 and 3, items on philology and descriptive linguistics.

6. CULTURE

Minimal--An awareness of language as an essential element among the learned

and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, literature, art, social customs, and contemporary civilization of the foreign people.

Good--Firsthand knowledge of some literary masterpieces, an understanding of the principal ways in which the foreign culture resembles and differs from our own, and possession of an organized body of information on the foreign people and their civilization.

Superior--An enlightened understanding of the foreign people and their culture, achieved through personal contact, preferably by travel and residence abroad; through study of systematic descriptions of the foreign culture; and through study of literature and the arts.

Test--Such information and insight can be tested by multiple-choice literary and cultural acquaintance tests for levels 1 and 2; for level 3, written comments on passages of prose or poetry that discuss or reveal significant aspects of the foreign culture.

7. PROFESSIONAL PREPARATION*

Minimal--Some knowledge of effective methods and techniques of language teaching.

Good--The ability to apply knowledge of methods and techniques to the teaching situation (e.g., audio-visual techniques) and to relate one's teaching of the language to other areas of the curriculum.

Superior--A mastery of recognized teaching methods, and the ability to experiment with and evaluate new methods and techniques.

Test--Such knowledge and ability can be tested by multiple-choice answers to questions on pedagogy and language-teaching methods, plus written comment on language-teaching situations.

The foregoing statement was prepared by the Steering Committee of the Foreign Language Program of the Modern Language Association of America, and was subsequently endorsed for publication by the MLA Executive Council, by the Modern Language Committee of the Secondary Education Board, by the Committee on the Language Program of the American Council of Learned Societies, and by the executive boards or councils of the following national and regional organizations: National Federation of Modern Language Teachers Associations, American Association of Teachers of French, American

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*Note the final paragraph of the prefatory statement.

Association of Teachers of German, American Association of Teachers of Italian, American Association of Teachers of Spanish and Portuguese, American Association of Teachers of Slavic and East European Languages, Central States Modern Language Teachers Association, Middle States Association of Modern Language Teachers, New England Modern Language Association, Northeast Conference on the Teaching of Foreign Languages, Northwest Conference on Foreign Language Teaching, Philological Association of the Pacific Coast, Rocky Mountain Modern Language Association, South Atlantic Modern Language Association, and South-Central Modern Language Association.

APPENDIX D

PLANNING AND OPERATING A LANGUAGE LAB OR AN ELECTRONIC CLASSROOM IN A HIGH SCHOOL

("Lab," as used here, may refer to any installation of foreign-language teaching equipment.)

A DOZEN DO'S AND DON'TS*

1. DO hire a consultant (not employed by a lab equipment manufacturer), to help you plan, evaluate bids, do the final checking of installed equipment.	1. DON'T try to do it yourself; planning a lab requires as much knowledge as planning a school and radio station.
2. DO define your teaching objectives first and then choose equipment that will implement them.	2. DON'T leave the planning entirely to administrators or A-V specialists, who may know little about foreign-language teaching.
3. DO see at least three different types of successful installations in operation before you decide on your equipment.	3. DON'T plan a lab for use by everyone (foreign languages, English, shorthand, speech); this will result in confusion and frustration.
4. DO follow the instructions and guidelines (pp. 26-28, 263-287) in the Council of Chief State School Officers' Purchase Guide (Ginn and Co., 1959) and its Supplement (Ginn and Co., 1961).	4. DON'T forget that a lab is no stronger than its weakest component, mechanical or human.

Prepared from suggestions offered in two conferences on the language laboratory planned by the Modern Language Association under contract with the U.S. Office of Education and held in New York on November 27–28 and December 18–19, 1960.

5. DO arrange your seating and equipment with provision for viewing as well as hearing and speaking.

5. DON'T accept inferior sound; it should be free of extraneous noise, and as natural and full-ranged as a live voice.

6. DO write exact specifications into your contract and accept delivery as completed only when the equipment tests up to specifications and functions smoothly for a full month and when there are adequate provisions for servicing.

6. DON'T forget Murphy's Law of Electronics: Anything that <u>can</u> go wrong <u>will</u>.

7. DO build an expandable and flexible lab, to handle future increases in demand and new improvements in equipment and methods.

7. DON'T overlook the alternative of electronic equipment in each foreign language classroom instead of a single lab.

8. DO provide for regular preventive maintenance, with an annual budget of 3% to 5% of your total initial cost.

8. DON'T forget to budget for tapes, discs, and other expendable equipment.

9. DO plan for short lab sessions; 20 minutes of active daily use is the ideal.

9. DON'T expect <u>all</u> your equipment to function all the time; provide 10% to 20% spare parts or use only 80% to 90% of capacity.

10. DO insist that the lab work be an integral part of the foreign-language course.

10. DON'T impose the lab program on unwilling or unprepared foreign-language teachers; start with one beginning course taught by an enthusiast, make it a success, then add other courses one at a time.

11. DO urge each teacher who is to use the lab to study the growing literature on the subject and take a workshop course.

11. DON'T expect the foreign-language teacher to teach and operate the lab at the same time; hire a technician to assist him.

12. DO cut in half the teaching load of the lab director and allow released time for all teachers who prepare lab materials.

12. DON'T expect the lab to reduce the teacher's work; it will increase it; redistribute it, re-orient it, and make it more effective.

THE STATE OF TEXAS